DOCUMENT RESUME

ED 170 581 CE 021 446

TITLE	Adult Basic Education Outreach Project. Final Report.
INSTITUTION	Alberta Vocational Centre, Calgary.
SPONS AGENCY	Alberta Advanced Education and Manpower, Edmonton.
PUB DATE	Apr 79
NOTE	233p.; For a related document see CE 021 445 ; Best copy available
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Students; *Community Programs; Curriculum Development; Facility Inventory; *Functional Illiteracy; Individualized Programs; Library Cooperation; *Models; *Outreach Programs; Performance Based Education; Physical Environment; *Program Development; Program Evaluation; Projects; Site Analysis; Student Characteristics; Student Recruitment; Systems Approach; Teacher Selection
IDENTIFIERS	Alberta (Calgary)

ABSTRACT

The Alberta Vocational Center (AVC) developed a portable competency-based learning system for use in non-institutional adult basic education community programs. The system addresses needs identified by the 1971 census which found 28% of Alberta's residents (over fifteen and out of school) had less than a ninth grade education. Administered through an adult learning center in a library, the program offers reading, writing, and arithmetic to the ninth grade level. It provides free tuition and learning materials, flexible attendance, drop-in registration, continuous entry/exit, and individualized progress. Thirty-nine students are currently enrolled. The program, utilizing a team approach, was developed in four stages: reconnaissance, development, implementation, and dissemination. The project appraiser and project director evaluated the project's outreach process, center components and activities, academic gains, employment related issues, further education issues, and life style issues. For example, it was found that AVC referrals, pre- and post-tested at AVC, advanced at least two grade levels in reading and math after outreach program involvement. Following evaluation, recommendations were made for various program components. (Appendixes include project timeline and reporting schedule, curriculum guidelines, staff selection documents, staff reports on outreach activities, data collection instruments, evaluation module, budget, and program development team evaluation.) (CSS)

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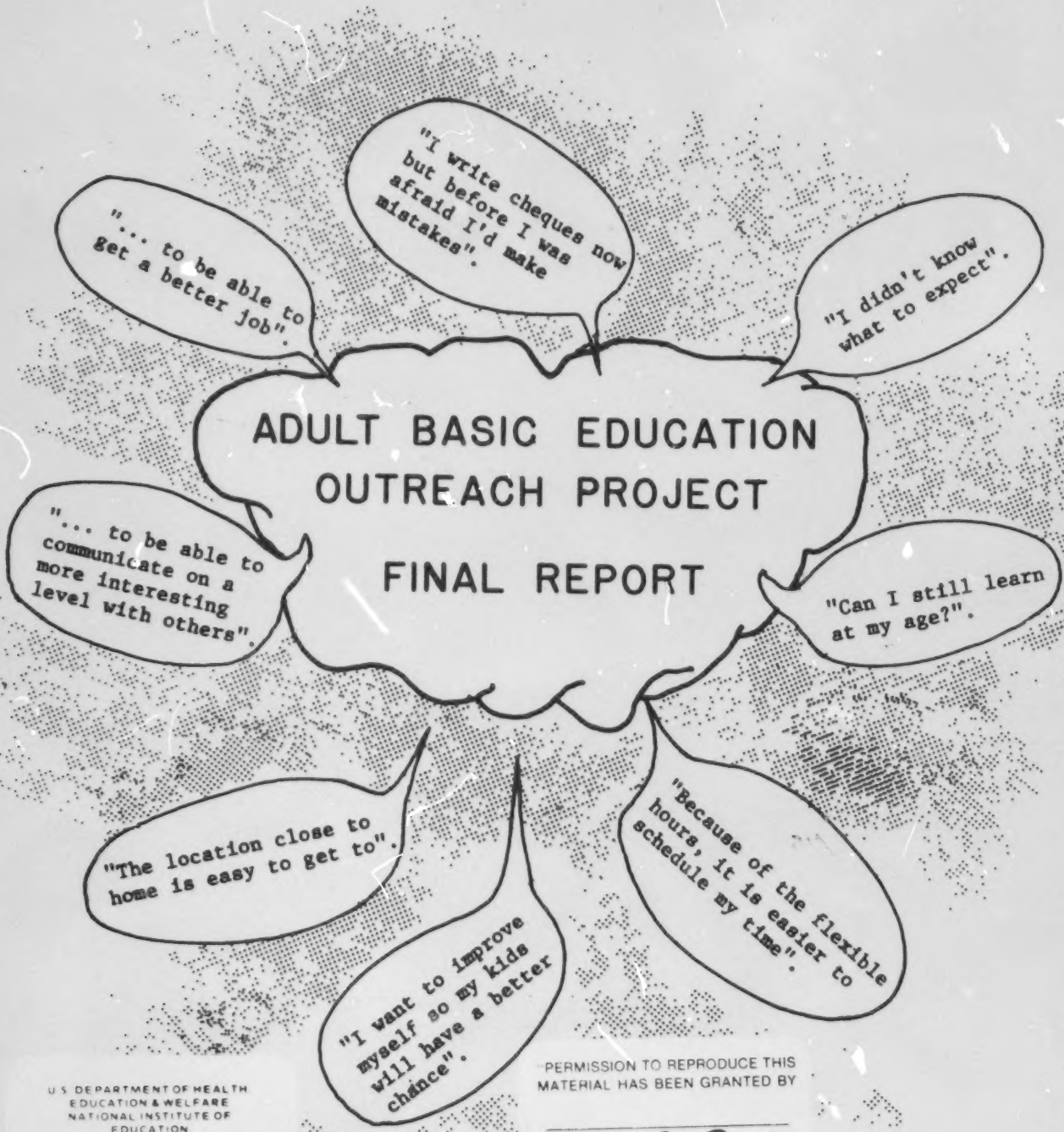
"I write cheques now but before I was afraid I'd make mistakes".
"... to be able to get a better job".
"I didn't know what to expect".
ADULT BASIC EDUCATION OUTREACH PROJECT
FINAL REPORT
"... to be able to communicate on a more interesting level with others".
"Can I still learn at my age?".
"The location close to home is easy to get to".
"Because of the flexible hours, it is easier to schedule my time".
"I want to improve myself so my kids will have a better chance".

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Submitted to
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Assistant Deputy Minister
Program Services Division
Alberta Advanced Education and Manpower

by
Alberta Vocational Centre
Calgary, Alberta
April, 1979

FOREWARD

This is the final report of the Adult Basic Education Outreach Project at Alberta Vocational Centre, Calgary, 1977 - 1979. Majority funding was obtained through the Innovative Project Fund administered by Learning Systems Branch, Program Services Division, Alberta Advanced Education and Manpower, Edmonton. This report is intended to synthesize the development and implementation process with an extensive evaluation of the program.

Acknowledgements are due to the Outreach instructors, Pat Martin and Carol Byrka; the Program Development Team at AVC, Calgary; Mr. Alec Stephen, Project Appraiser; Learning Systems Personnel; and the typist, Linda Levy; all of whom contributed greatly to the success of the project and this report.

Some terms used liberally herein need clarification:

ABE - Adult Basic Education (Grades 0 - 9)

ALC - Adult Learning Centre (used interchangeably with the term "Outreach site")

AVC - Alberta Vocational Centre

ESL - English as a Second Language

PDT - Program Development Team

Owen G. Snider
Project Director

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INTRODUCTION

What does the term "functional illiterate" mean to you? The Canadian Association for Adult Education (CAAE) has stated that an adult must be functioning at more than the grade eight equivalency level in reading, writing and mathematics in order to cope successfully with the demands of today's technological society (Morrison, 1975).

Surely functional illiteracy can't be a problem in Alberta; a province with a relatively low unemployment rate and a high standard of living! Audrey M. Thomas in her book "Adult Basic Education and Literacy Activities in Canada 1975-1976" provided information from the 1971 census which indicated that of the Alberta residents out of school and over 15 years of age, 28% reported their educational level as less than Grade 9 and 62% of them live in the urban areas of the province. Also, only 6% of this total group is in the 15 - 24 age bracket. A little math will show that there is a fairly large population of functionally illiterate Albertans over 25 years of age living in our cities as well as in rural areas.

Alberta Vocational Centre, Calgary, offers Academic Upgrading to Grade 12 in a full-time day program and to Grade 9 in an evening Continuing Education program. Both programs are offered at the downtown building, have a lengthy screening procedure, and normally have a waiting list for entry. The regular 0 - 9 level program has 48% of its students under 25 years of age and in the Continuing Education program 46% are under the age of 25 years. Many of the students in both programs are unemployed and/or on social assistance when they

apply for upgrading - Day Program - 77%, Continuing Education Program - 67%.

Where then does an adult with a low level of literacy turn for help if he/she works full or part-time, cannot for some reason attend regular classes at an institution like Alberta Vocational Centre, feels threatened by an imposing educational institution and program structure, or wants to simply "get his/her feet wet" in terms of returning to or, in fact, beginning education?

Some time ago, staff at Alberta Vocational Cent , Calgary, began examining the overall problem as outlined above. It was decided that there is a tremendous need for an Adult Basic Education (ABE) program in an appropriate setting. The 1977-1978 year was given to developing a portable learning system for use in an ABE program in a non-institutional community location.

In September, 1978 Alberta Vocational Centre, Calgary, opened a community-based Adult Learning Centre (A.L.C.) in Forest Lawn Public Library in East Calgary. Calgary Public Library has been most cooperative in this venture which was initially funded as an Innovative Project through Learning Systems branch of Program Services Division, Alberta Advanced Education and Manpower. The A.L.C. offers an ABE program in reading, writing and arithmetic to the grade 9 equivalency level. Tuition is free, learning materials are provided, attendance is flexible, registration is by drop-in, and there is continuous entry/exit and individualized progress. There is one instructor on site during the hours of operation: Monday - Thursday 1:00 p.m. - 9:00 p.m., Friday 1:00 - 6:00 p.m.

The Adult Learning Centre was fully enrolled on the second day of registration, September 12, 1978. At this writing, 39 are registered and attending on a regular bases. Some students come nearly every afternoon or evening;

some two or three times a week. The day is divided into two time slots - 1 p.m. to 5 p.m. and 5 p.m. to 9 p.m. with peak attendance periods at 1 p.m. to 4 p.m. and 7 p.m. to 9 p.m. Our original assumption that 10 students at a time would be the maximum number for efficient instruction has been borne out by the experience of the instructional staff at the Centre.

Placement in the program is accomplished by curricular tests geared to the resource material rather than by standardized test. Initial results show modal placement is in the Level II area (Grade 4 - 6). The breakdown is as follows:

Level	I	English/Reading - 8	(Grade 0 - 3)	Level	I	Math -	9
Level	II	English/Reading - 16	(Grade 4 - 6)	Level	II	Math -	26
Level	III	English/Reading - 9	(Grade 7 - 9)	Level	III	Math -	4

The initial recruitment of students took place in mid-to-late August and was apparently successful judging by the enrolment. Recruitment activities included:

1. circulation of information sheets to Social Service agencies and other educational institutions.
2. referrals from Alberta Vocational Centre - Student Services. These were limited to students living in the greater Forest Lawn area.
3. an ad in the Continuing Education tabloid.
4. press releases by Calgary Public Library and Alberta Vocational Centre.

It appeared certain from discussions with students already enrolled that new students could easily be recruited via current students. As the fall term progressed and again for the new January term several new students were re-

cruited by enrolled students. A full - scale media campaign for recruitment was never necessary - even handbills remained unposted.

The program experienced a surge in attendance in January and February which necessitated introduction of a waiting list even though several students have "graduated" from the drop-in centre to other programs. Many drop in to the centre in less busy times for help on material not directly related to the courses offered and some community members have come in just because it is a quiet place to study and work on their own courses. Two members of the surrounding community come in during the evening to offer tutorial assistance to students thereby assisting the instructor as well. In February, a Priority Employment Program grant facilitated the hiring of a clerical assistant who is able to free the instructors to concentrate on their first priority, tutoring students enrolled in this individualized program.

It has, as expected, been obvious that informality is very important to the operation of the Adult Learning Centre. On arrival, a new student is offered a cup of coffee and is engaged in a discussion of the general program by the instructor. If it appears he can benefit from the program, a return appointment is made for further discussion and preliminary placement activities. On the third visit, the student registers formally and begins work. On the fourth visit, an attendance commitment and schedule are established and a full work program is entered into. Coffee is always available and students are encouraged to interact freely with one another and with the instructor.

The Adult Learning Centre has proven itself to be a viable concept. How does a germ of an idea that A.B.E. Outreach programming would meet a need in

society grow into the successful pilot described here? This report addresses that question as well as providing an extensive evaluation section, recommendations regarding Outreach programming in general and ABE Outreach in particular, and several appendices containing collected data and discussing side issues.

THE PROGRAM DEVELOPMENT TEAM APPROACH

Alberta Vocational Centre, Calgary, appointed a full-time Project Director in September, 1977 to orchestrate the assembly of a project proposal for funding and subsequently to develop the program. After initial discussions with key personnel in AVC and in Learning Systems branch, it was decided to utilize the Program Development Team approach.

This team of professionals provided input from their areas of expertise to the development of the project and also carried out specific tasks in their own area of responsibility at AVC. The Project Director coordinated all activities and was free to consult any of the team members at any time on specific topics. A detailed report on the value of the Program Development Team concept is in Appendix 10. Suffice it to say here that this system of program development and project management proved to be invaluable in this instance and would seem to be generalizable to other applications in this and other institutions.

Team Members

Project Director	O. Snider
Project Appraiser	A. Stephen, Learning Systems Designer, S.A.I.T.
Centre Supervisor	J. Crowe
Assistant Centre Supervisor	B. Cunningham
Director of Continuing Education	G. Ingalls
Instructor Supervisor Academic Upgrading	R. Jones

Senior Instructor Adult Basic Education	A. Vickers
Vocational Counsellor	D. Armstrong
Learning Resources	H. Rempel
Librarian	N. Robinson
Director of Finance	K. Langland
Testing/Research	K. Layton

A description of the intended duties of these team members is included in Appendix 10.

PROJECT STAGES

The project was developed in four distinct periods of time as follows:

Reconnaissance Stage	-	October 1977 to December 1977
Development Stage	-	January 1978 to June 1978
Implementation Stage	-	August 1978 to December 1978
Dissemination Stage	-	January 1979 to March 1979

Each stage has a unique overall purpose, a finite time period and its own budget. A brief overview of each stage is as follows:

Reconnaissance Stage

The activities of this stage preceded the submission of the proposal. A look at the problem of illiteracy in Calgary, discussion of a possible solution with appropriate agencies and personnel, and the outlining of a project development plan culminated in the proposal for funding.

Development Stage

The activities of this stage included development of curriculum, assembly of learning materials, creation of an orientation package, and identification

and staffing of an Outreach community site. The focus of these activities was to produce a portable learning system complete with an annotated bibliography of learning materials which can be adapted to any Outreach Education Centre. All of the personnel identified in this document as well as additional A.V.C. staff and outside agency personnel were involved in the development stage.

Implementation Stage

This stage consisted of actually running the programme in Adult Basic Education at the arranged Outreach community location. Student progress, enrolment, attendance patterns, objectives, etc., were monitored closely and data collected for the purposes of formative and summative program evaluation. The learning system and instructional methodology were carefully supervised and revised as the need became apparent.

Dissemination Stage

Upon completion of the implementation stage, the data collected was analysed by the Project Director, Project Appraiser and project committee. This group also interviewed students and instructors from the program as well as contacted receiving agencies and referral services in order to gain additional information. The extent to which program objectives were met and recommendations concerning the future of A.B.E. Outreach activities are contained in the Evaluation section of this report. During this stage, the actual operation of the Outreach site was funded by AVC calgary.

Some of the possible results to be expected from this project were:

(a) the production of a proven instructional package that is portable with respect to Outreach locations and that is specific to delivering A.B.E. to the functional illiterates in our society.

(b) the consolidation of a system for delivering many types of programming in an Outreach mode.

(c) the development of a process at A.V.C., Calgary, of program planning, development and evaluation.

(d) the establishment of A.V.C., Calgary, as the central resource and major deliverer of A.B.E. in Southern Alberta.

(e) the fulfillment of a need in our society that is apparently not currently being recognized.

(f) the coordination of the efforts of many agencies concerned with this segment of society through a liaison and communications network.

(g) the attendance of the researchers at educational seminars and conferences to report on the results of the project.

(h) the publication of research findings in the appropriate journals.

With the possible exception of (d), the extent to which each of these points has been achieved is addressed in the Evaluation section.

BUDGET

STAGE	ALBERTA VOCATIONAL CENTRE	INNOVATIVE PROJECTS FUND	TOTAL
Reconnaissance	-	-	-
Development	$16,000	$11,360	$27,360
Implementation	2,080	25,980	28,060
Dissemination	1,000	9,410	10,410
Total	$19,080	$46,750	$65,830

A detailed budget with proposed and actual expenditures comprises Appendix 9. Rationale for significant variances will also be found there.

PROJECT MANAGEMENT

Figures 1a and 1b, Project Flow Chart, outline the sequencing of major events during the development of the Outreach Project. This chart is excerpted from the project proposal and it is interesting to note that only two significant changes occurred during the course of the project. The Field Test (2.4) was not formally conducted during the development stage but became an integral part of the implementation stage. Reasons included the extra cost involved in a separate field test and the fact that the program content and methodology were based on an existing AVC program. Related to this, revision of program materials (2.5) was combined with 3.6 and, in fact, is an ongoing activity.

Appendix I contains a detailed timeline including development activities and reports due. A comparison of intended and actual development and reporting activities can also be found therein.

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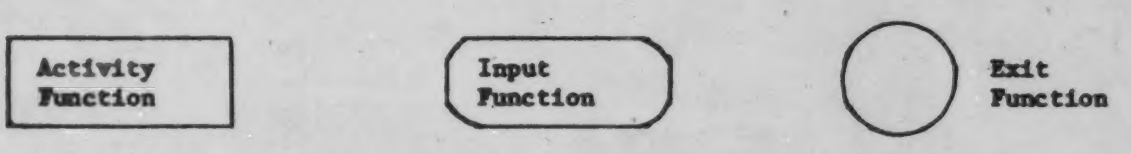
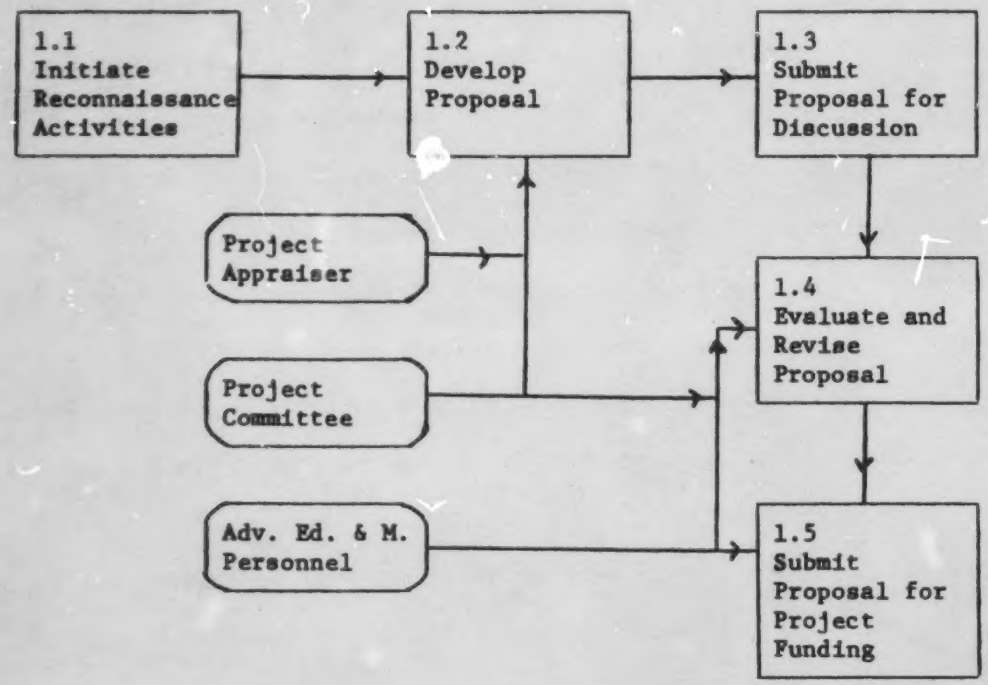


Figure 1a Project Flow Chart

Oct. '77

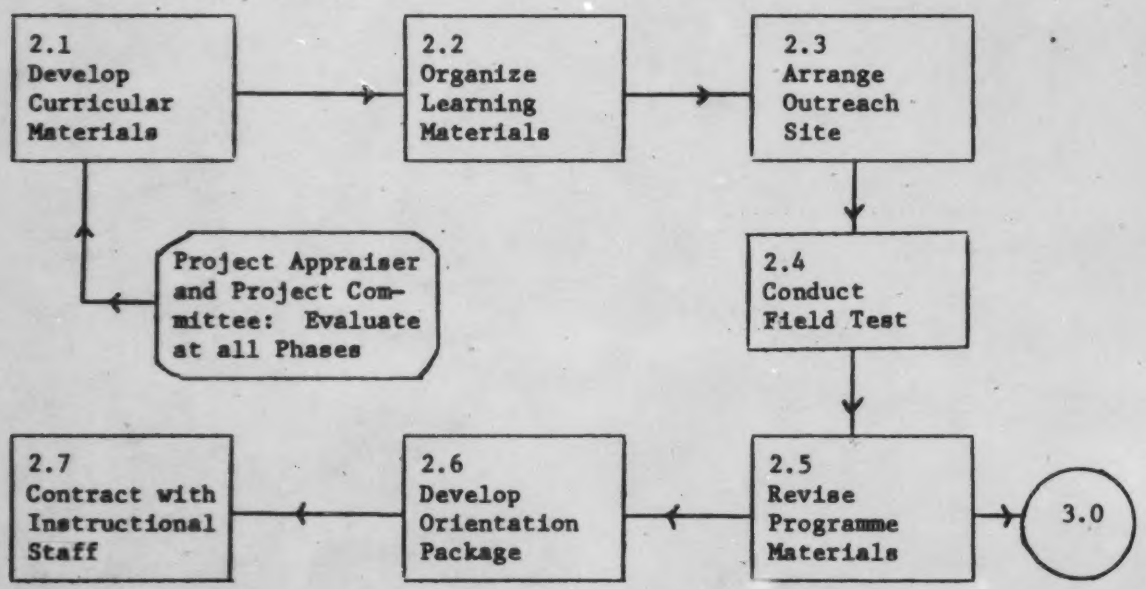
1.0 Reconnaissance Stage


1.1 Initiate Reconnaissance Activities
1.2 Develop Proposal
1.3 Submit Proposal for Discussion
Project Appraiser
1.4 Evaluate and Revise Proposal
Project Committee
Adv. Ed. & M. Personnel
1.5 Submit Proposal for Project Funding

Dec. '77

Jan. '78

2.0 Development Stage

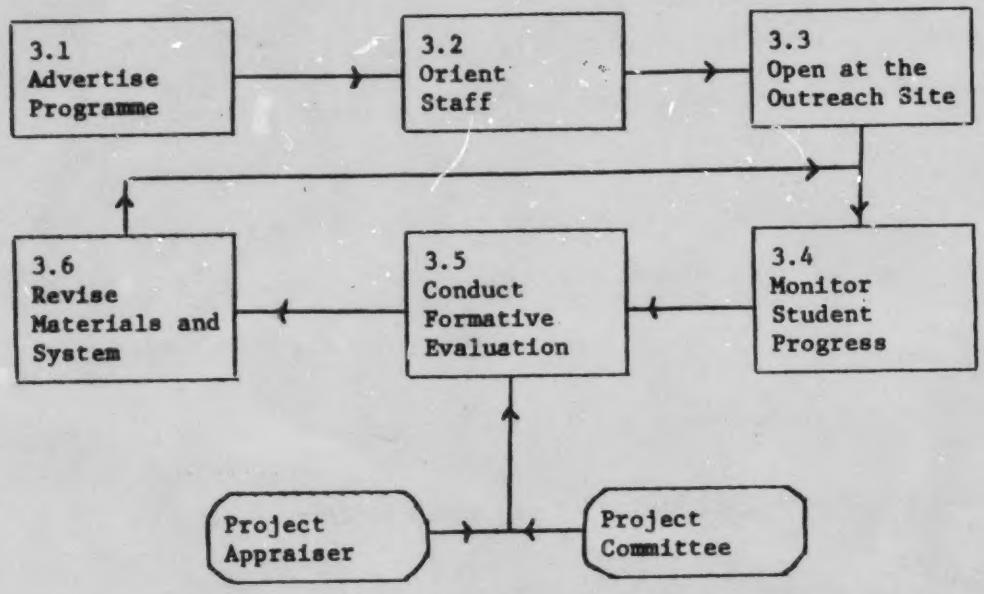

2.1 Develop Curricular Materials
2.2 Organize Learning Materials
2.3 Arrange Outreach Site
Project Appraiser and Project Committee: Evaluate at all Phases
2.4 Conduct Field Test
2.7 Contract with Instructional Staff
2.6 Develop Orientation Package
2.5 Revise Programme Materials
3.0

June '78

Figure 1b Project Flow Chart

Aug. '78

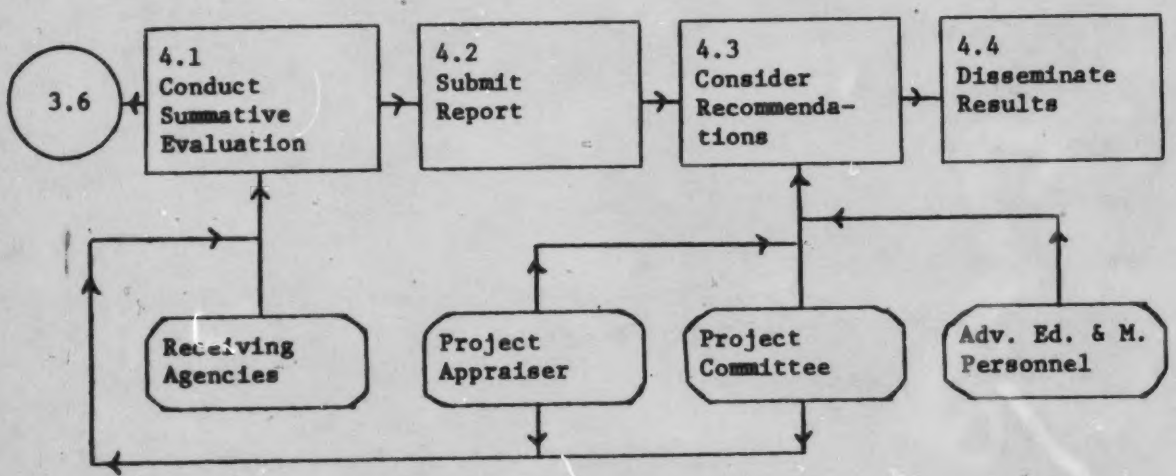
3.0 Implementation Stage



Dec. '78

Jan. '79

4.0 Dissemination Stage



March '79

MAJOR SITE SELECTION

Criteria Mentioned in the Proposal

1. Target population is those > 25 years of age.
2. Provide access to program for unemployed or under-employed people.
3. Target population should be evenly distrubuted by sex.
4. Low profile facility with regard to educational institution.
5. Can't sign lease for commercial "store-front" property.
6. Program should be accessable to homemakers and those on social assistance.
7. Minimize the English as a Second Language component in the population.
8. Attendance figures are important so locate in large population area.
9. Area must show comparatively high percentage of functional illiterates.

Criteria Mentioned at Program Development Team Meeting - Data Collected

1. Age distribution of population.
2. Illiteracy level in community.
3. ESL component.
4. Population size.
5. Population growth.
6. Community stability.
7. Economic, unemployment, welfare statistics.
8. Success of other programs.

Discussion of Criteria

Obviously the most important criterion is the level of illiteracy evident in the community. The 1971 Calgary Census Tract Data yielded the figures

expressed in percentages on the chart. On the basis of 40% representing a high comparative level, the communities listed were chosen to investigate. Since it has been stated clearly that E.S.L. students will not be part of the program, the non-English speaking component must be minimized. The percentage of people choosing to speak some language other than English as their first language in the home was included as useful data. The City of Calgary 1977 census data provided population sizes for each community. Now to calculate probable size of the target population. This was done by calculating the number of functional illiterates and subtracted the total number of E.S.L. people from this figure. This gives a minimum number of people in the target population as many E.S.L. people are not functionally illiterate. From this column, it can be seen that Bowness and the Forest Lawn area represent the largest target populations.

By comparing community age distributions with the Calgary city distribution, it can be seen that Bridgeland/Riverside and Victoria have a comparatively large group of 55+ age and that in Victoria older men greatly outnumber older women. Since it is desirable to have an evenly distributed population by sex and since seniors are probably less likely to enrol in basic education than younger adults, AVC should avoid locating in these areas for the pilot. The relatively small target population supports this decision as well.

The stability data is difficult to analyze. First of all is a stable community desirable for the ABE Outreach program? is transiency desirable? does it matter either way? Secondly do any communities stand out as being more or less stable than the others? It appears that Victoria could be con-

sidered highly transient but are people renting because of the uncertainty of future development coupled with the financial demands of home ownership?

Most of the communities examined have experienced a decline in population or below average growth. The exceptions are Ogden and south Forest Lawn and Dover. These population spurts have occurred in the form of new housing starts in whole new subdivision developments. Social service personnel have identified the greater Forest Lawn area as one of working class people getting started in their own accommodation. Would these people need ABE programming or, in fact, have time and energy to participate? Also, much of the Forest Lawn area population growth has been heterogeneous in ethnic and cultural background. Would this factor bring a lot of ESL students to the site?

With regards to income levels, there appears to be little appreciable differences among the communities being considered with the exception of Crossroads which is above the Calgary average and Victoria which is considerably below the city mean. Since Victoria has been discounted already as a prospective site, income bears little on the decision-making process in this case.

The percentage of residents unemployed and/or on welfare is above the city mean for each community surveyed for which this data was easily available. The exception was Bridgeland/Riverside where unemployment was slightly below the mean. Inglewood/Ramsay and Victoria showed a high level of unemployment. However the small target population of the Inglewood/Ramsay area militates against choosing that area for the Outreach site.

At this point in the analysis of data there is enough information to re-

duce the number of communities under consideration to two areas - Forest Lawn area (this includes census tracts 35, 36, 37, 39) and Bowness/Montgomery. Both areas have a large target population, 8287 and 5456 respectively, and are geographically distant from downtown. Both approximate the city mean in age distribution and in the community stability factor. They are similar to each other in level of unemployment. Forest Lawn has a slightly higher income level while Bowness/Montgomery has a higher percentage of welfare recipients. The next step was to survey the other programming agencies in Forest Lawn and Bowness/Montgomery for information as to success of existing programs, likelihood of success for our program, availability of facilities and general comments. Very little of this information was based on hard data but rather rose out of experiential learning. Personnel from Calgary Board of Education, Federation of Calgary Communities, City Parks and Recreation, Calgary Social Services, Mount Royal College, and University of Calgary Continuing Education were contacted.

University of Calgary only offers programs on campus so had little information to offer us. Calgary Board of Education, Continuing Education general interest courses have met resistance in these areas historically but have been experiencing growth in the last 2 or 3 years. However this was attributed largely to the growth of middle class suburbs on the fringes of the core areas rather than growing participation on the part of traditional residents. The final comment was that since Forest Lawn is more fragmented socio-economically, Bowness offers better opportunity for the program. Contacts recommended were Bowness High School and the City Police Zone Group.

City Parks and Recreation echoed Calgary Board of Education comments re

programming in both areas. Bowness Recreation Centre appears to have a facility available at very reasonable rent (approximately $6.00 per day).

Federation of Calgary Communities offered information concerning community contacts and means of communication but had little to say about community response to ABE programming. Forest Lawn Social Services commented that the Greater Forest Lawn area is largely working class, a starter area for accommodation, and demonstrates a heterogeneous ethnic and cultural background. It is lacking in diverse programming and has experienced a large amount of immigration in the past few years. A facility might be available in the Old Fire Hall at 36th street and 17th avenue.

Bowness/Montgomery Social Services reported mixed response to programming but that an ESL program had been successful on a small scale. The contact person was a wealth of information as to further contacts in the community and invited the Outreach Project Director to the June inter-agency meeting to discuss the proposed program. Bowness Community Hall, Montgomery Community Hall, Bowness High School Library, Public Library Branch, Senior Citizens' Lounge all were suggested as possible facilities.

In addition to the above information, the following points were suggested by Gordon Dyck, Director, Employment Opportunities Program, City of Calgary Social Services:

1. Forest Lawn is the fastest growing area in the city in terms of social assistance. This area also shows the highest demand for training to increase employability. Thorncliffe/Huntington Hills area also is higher in priority on both factors than Bowness/ Montgomery.

2. Since April 1, 1978, social service emphasis for single parents has been on upgrading skills for employment <u>while remaining on social assistance</u>. Forest Lawn has more single-parent families than any other area.

3. Forest Lawn has a lot of low rental/low cost housing and land available for more to be built. Bowness/Montgomery has been changing character over the past few years. Housing has been upgraded, i.e. old houses are being replaced by new duplexes and houses with rents from $425 per month up. As a result, people who were there five years ago aren't there now. Out of necessity, they have moved to places where housing is less expensive; places like Forest Lawn.

4. Although it is true that many of the people in Forest Lawn's growing population are immigrants, most of them are well-educated in their native country and are self-sufficient here. Thus they shouldn't exert strong English as a Second Language pressure on the Outreach program.

In view of the discussion already outlined coupled with this additional information, the Forest Lawn community was chosen for the Outreach site. Further investigation was then undertaken to locate a facility and to check into details of offering the program.

Location of Outreach Site

During the week of June 12 - 16, the Project Director investigated the Forest Lawn area with respect to locating a facility for the A.B.E. Outreach site. The results are summarized here.

Government Services only have one building in the east at 52nd street and 17th avenue S.E. However no space was available and the location is poor in any case.

Parks and Recreation rent or lease all their facilities in the area, primarily from the school board after hours. Therefore no help from that quarter.

Community Associations and (churches in the area) were reluctant to commit any space on such a permanent basis. Their rental arrangements were for once or twice weekly use or for permanent day use only. Facilities must be kept flexible for the evening time slot.

The school board was not contacted for space because in the project pro-

posal it was indicated that schools were to be avoided if possible. At any rate, Forest Lawn is a high growth area and schools are probably fully utilized.

The best contact made was with the Calgary Public Library. The Forest Lawn Branch Library has two areas which AVC is welcome to utilize for the time period specified. One area is a large store-room which is not used at all by the public and has a private rear entrance. However Bert Standring, AVC Building Superintendent, deemed the room unsuitable for use as a classroom from the point of view of safety e.g. one entry, no heat control, poor access to washrooms, no windows. The consensus of Anne Lindgren and Ruellen Gunhold (librarians), Bert and Owen Snider was that the foyer area at the entrance to the auditorium would be more suitable. It is bright and airy, carpeted, washrooms are adjacent, has two exits, and good lighting and power supply. In addition whenever the auditorium is not in use, students are welcome to work in there. Of course, the library's standard facilities upstairs are available to the students as well. The classes would have to expect some noise and traffic on nights the auditorium is in use but that is only 2 nights a week. Security is excellent since the library hours are 10:00 a.m. to 9:00 p.m. daily and the door to the foyer area would be locked when classes are not in progress.

Bus access to the site is excellent (see accompanying map) and ample free parking is available. No. 26 route serves Forest Lawn, Penbrooke, Dover, links to Marlborough Mall and 3 downtown routes and stops 3 blocks from the library. No. 40 route runs until early evening crosstown in Forest Lawn, Radisson, and the trailer parks; stops at the library.

Bill Manson, supervisor of branch libraries was enthused about cooperating on the project as were the librarians at Forest Lawn.

The decision was made to locate in the foyer area at the Forest Lawn Library. Calgary Public Library would provide the space, utilities, and cleaning services for the nominal rate of $5.00 per square foot per year and AVC, Calgary would be responsible for furnishings and any alterations or renovations.

All arrangements and negotiations were entered into with a spirit of cooperation and enthusiasm.

Census Tract	Community Name	(1971) Rate of Illiteracy	(1971) Non-English Spoken at Home	(1977) Population Size	(1x3)-(2x3) Minimum Target Pop. Size	1971 Age % 25-34	35-4
32	Ramsay, Bonnybrook N. Manchester	45.1%	11.7%	2824	973	5	11
33	Millican-Ogden	39.5%	4.3%	8616	5033	12	12
34	Inglewood	42.9%	7.6%	2554	901	12	12
35	Southview W. Dover	37.3%	7.3%	3108	932	18	12
36	S. Forest Lawn Dover	38.2%	8.1%	10,345	3114	17	13
37	Forest Lawn	42.9%	7.9%	8134	2826	16	12
39	Albert Park Radisson	45.7%	9.4%	3922	1425	17	13
40	Crossroads Mayland Hts.	41.6%	10.2%	5824	1828	19	15
41	Bridgeland Riverside	46.0%	24.5%	5598	1204	12	9
42	Victoria	55.0%	17.7%	5068	1890	10	10
50/51	Bowness	39.4%	4.6%	11,575	4028	14	12
53	Montgomery	41.9%	5.5%	3924	1428	12	12
City of Calgary		32.6%	6.1%	487,565	129,205	15	13

Age%			1971 Stability			1971	1971	1974
45-54	55-64	65+	5 Years in same Dwelling %	Owner Occupied Dwelling %	73-77 Pop. Growth %	Average Total Income Per Household	Unemployment %	Welfare Recipients %
13	11	11	53	58	-12	$7,199	12.4	6.0
11	6	5	53	73	51	8,979	10.7	3.8
12	10	11	48	51	-9	7,133	15.1	9.8
7	3	2	33	67	-9	9,422		
7	3	2	33	75	66	9,368		
8	4	3	43	52	4	9,096	9.8	6.8
7	4	3	38	69	-2	9,138	9.0	6.0
6	3	2	43	68	-5	10,517		
9	10	20	39	46	-6	7,123	7.3	7.1
12	13	24*	35	14	-14	3,631	16.7	8.0
9	5	4	43	69	6	8,804	8.6	8.9
10	7	6	48	71	-11	8,436	9.7	8.0
10	6	6	38	57	15	10,291	7.5	3.5

* Men outnumber women considerably

Category: Social Conditions

		NEIGHBOURHOODS	welfare recipients[1] (percent)	juvenile delinquents offences[2] (percent)	increase or decline in population[3] (percent)	migration from outside Canada[4] (percent)	educational attainment[4] (percent Grade 9)	elderly persons[4] (percent)	single parent households[1] (percent)	households without autos[5] (percent)	dependency[4] (percent)	unemployment[4] (percent)
50/51	1	Bowness	8.9	0.9	+ 5.0	4.2	39.4	4.5	1.6	10.1	23.8	8.6
53	2	Montgomery	8.0	1.7	- 12.5	2.2	42.0	6.4	1.3	16.8	27.3	9.7
	3		4.8	0.7	- 15.5	3.5	29.5	8.5	1.2	16.0	26.6	8.3
	4		5.7	2.1	+ 30.6	5.9	28.2	15.4	1.1	28.1	31.8	7.0
	5		3.4	0.6	- 0.2	4.1	29.8	7.9	0.9	12.9	25.2	8.5
	6		4.3	0.6	- 5.6	5.5	30.7	15.4	0.6	20.8	33.7	9.1
	7		8.5	2.0	- 11.6	4.7	34.0	11.6	1.5	25.3	31.0	8.9
	8		2.8	0.1	+ 11.8	4.7	34.0	11.6	0.5	18.0	31.0	8.9
	9		6.1	0.6	+ 0.7	7.6	34.5	14.3	1.1	29.8	29.7	7.3
	10		5.1	0.6	- 14.4	5.7	37.4	6.0	0.8	20.7	25.1	9.2
41	11	Bridgeland	7.1	0.6	- 3.8	8.4	45.0	20.2	1.2	40.4	36.6	7.3
36/37	12	Forest Lawn	6.0	0.5	+135.5	1.2	45.7	3.1	1.2	12.7	21.4	9.0
	13		6.8	2.3	+ 57.5	1.3	40.5	2.3	1.3	11.1	21.9	9.8
	14		5.6	0.7	+ 28.2	5.2	31.4	5.4	1.4	15.9	23.9	6.2
	15		3.6	0.8	+ 37.3	4.1	32.1	3.8	0.9	6.3	21.8	8.7
	16		3.3	0.6	- 11.0	3.2	29.9	9.5	0.8	16.3	28.0	6.9
	17		4.8	0.7	- 1.7	8.3	20.9	7.3	1.2	25.4	22.1	7.6
	18		5.3	0.7	+ 3.8	8.4	23.3	7.8	1.5	N/A	23.5	9.4
	19		4.0	0.7	- 7.4	5.9	27.7	8.0	1.0	15.4	27.0	7.3
	20		4.2	0.9	- 17.8	7.2	40.2	19.2	0.8	61.4	35.4	18.5
	21		5.5	0.5	+ 4.9	10.0	19.8	14.9	1.1	45.2	26.8	9.3
42	22	Victoria	8.0	0.8	+ 12.1	7.3	40.0	18.5	1.3	45.4	35.0	16.7
	23		7.2	1.9	- 2.1	5.2	33.1	8.0	0.8	32.2	26.2	9.0
32	24	Ramsay	6.0	1.2	- 12.9	3.6	45.1	11.0	1.2	29.7	27.5	12.4
34	25	Inglewood	9.8	1.3	- 22.3	3.4	42.9	10.6	1.7	32.1	29.1	15.1
	26		2.2	1.1	+ 20.5	5.7	24.7	7.6	0.4	16.4	29.4	6.0
	27		2.3	0.7	- 29.1	5.2	33.1	8.0	0.5	25.0	26.2	9.0
33	28	Ogden	3.8	0.8	+ 18.3	3.4	39.5	4.7	0.8	9.0	24.2	10.7
	29		12.6	0.0	- 22.3	10.2	30.3	3.1	0.5	0.0	22.3	3.3
	A		5.7	0.9	+ 6.1	5.4	34.0	9.5	1.0	22.0	27.4	9.2
	B		3.5	0.9	+ 43.97	6.0	32.4	6.3	0.7	16.2	24.6	7.5

A= established communities average
B= city average

1 July 1974 City and Provincial Welfare files by 1964 transportation zones (population figures from 1974 Civic Census by 1964 transportation zones).

2 1973 City files by 1964 transportation zones (population figures from 1973 Civic Census by 1964 transportation zones).

3 1964 and 1973 Civic Census by 1964 transportation zones.

4 1971 Federal Census by census tracts.

5 1971 Federal Census one-third sample (1971 CALTS update-preliminary report) by 1971 transportation zones.

Category: Neighbourhood Stability

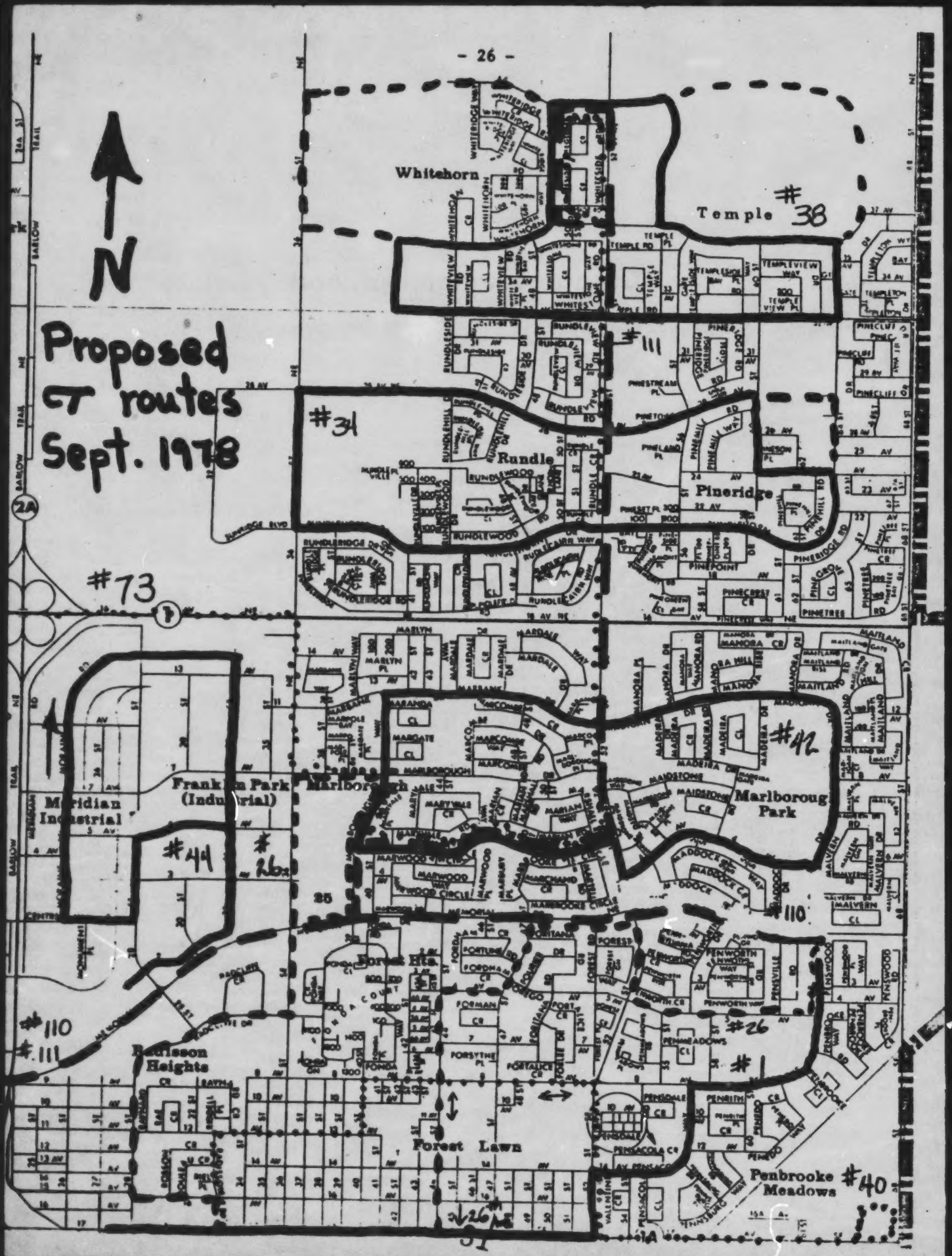
NEIGHBOURHOOD	OWNER-OCCUPIED DWELLINGS[1] (PERCENT)	TYPE OF HOUSING[2] (PERCENT)						
		single family	duplex	converted	apartment	row house	mobile home	other
1 Bowness	68.9	66.5	10.7	10.0	10.1	2.3	0.0	.4
2 Montgomery	71.1	70.8	4.5	10.0	0.5	0.0	11.8	2.3
3	56.7	56.9	4.9	29.2	7.0	0.0	0.0	1.9
4	47.1	34.5	2.5	18.7	42.6	0.1	0.0	1.5
5	52.7	43.0	12.6	27.7	10.7	6.0	0.0	0.2
6	64.4	54.4	4.6	35.3	5.2	0.0	0.0	0.5
7	58.5	57.3	6.5	26.5	7.9	0.0	0.0	1.9
8	58.5	44.7	16.0	20.2	0.8	4.7	13.4	0.3
9	45.9	50.5	1.1	22.7	23.7	0.0	0.0	2.0
10	53.0	48.3	12.2	23.4	2.8	8.0	0.0	0.3
11 Bridgeland	45.7	29.1	6.3	27.4	24.0	0.0	0.0	13.3
12 Forest Lawn	68.5	67.1	21.4	9.3	2.1	0.0	0.1	0.0
13	63.1	44.4	13.7	11.1	3.2	25.0	2.3	0.4
14	46.0	27.7	33.8	11.7	23.6	2.8	0.0	0.3
15	60.6	51.4	18.1	2.3	6.3	21.8	0.1	0.1
16	59.4	53.9	7.7	25.6	6.2	6.5	0.0	0.2
17	23.4	42.3	0.7	21.6	35.1	0.0	0.0	0.2
18	30.6	26.1	3.8	26.6	43.3	0.0	0.0	0.2
19	62.1	58.9	5.4	18.0	17.1	0.2	0.0	0.5
20	10.0	20.1	1.0	40.0	1.0	0.0	0.0	37.9
21	6.2	9.1	0.3	28.4	59.3	0.3	0.0	2.6
22 Victoria	11.0	16.3	1.2	23.2	34.5	1.5	0.0	23.2
23	52.8	40.5	3.2	26.1	5.8	0.0	0.0	24.3
24 Ramsay	57.8	57.8	9.1	24.1	4.7	0.0	0.0	4.4
25 Inglewood	50.8	59.7	2.3	19.3	14.6	0.5	0.0	3.7
26	60.9	23.2	13.1	12.2	49.8	0.0	0.0	1.8
27	52.8	52.8	1.5	8.8	1.5	0.0	25.0	10.3
28 Ogden	73.2	68.8	10.5	9.5	0.2	1.5	8.3	1.2
29	56.8	71.6	0.0	3.4	0.0	0.0	0.0	25.0
A	50.6	46.5	7.9	19.9	15.3	2.8	2.1	5.6
B	56.8	54.0	6.5	10.6	21.4	4.2	1.1	2.3

A= established communities average

B= city average

[1] 1971 Federal Census by census tracts.

[2] 1974 Civic Census by 1964 transportation zones


N
Proposed
CT routes
Sept. 1978
Whitehorn
Temple
#38
#31
Rundle
Pineridge
#73
#42
Marlborough Park
Meridian Industrial
#44
#26
#110
#111
Forest Hts.
Bowness Heights
Forest Lawn
#40
Penbrooke Meadows

PROGRAM STRUCTURE

Curricular material was developed with an emphasis on flexibility and completeness in order that the program will be readily adaptable to location, to the needs of the students and to the teaching approach of the instructor. This is particularly important in view of the need for portability in an Outreach program and the need for effective use with part-time staff.

The program is student-oriented, teacher-centered, competency-based and structured on a personalized/individualized basis. This is necessary to accommodate multiple entries and exits, as well as returns and variable attendance patterns. This approach necessitated the further development of instructional/learning material which allows for differing learning rates and styles.

Based on seven years of experience in A.B.E., curriculum development procedures at A.V.C., Calgary, have been altered continuously in order to be more suited to students within such a program. Different learning materials, both commercial and instructor prepared, have been field tested retaining only those materials which are most successful. In addition, approaches using various hardware have been tested and have met with success with some students and not others. Basically, the A.B.E. curriculum adopts an eclectic approach using all of the above-mentioned learning materials (hardware and software) and utilizing that which works best for any given student. The curriculum development in such a program is one which allows for constant change according to student success by instructors who are skilled, experienced and empathetic to adult students returning to an educational setting.

Several sections of the curriculum were developed by content specialists under the direction of the Project Director and the Director of Continuing

Education. These specialists were contracted from A.V.C. staff as they are currently using this type of material and methodology in the regular program. Rates of pay were as follows:

Reading, Writing, Arithmetic (Level I, II)	- $1,000
Reading, Writing (Level III)	- $1,000
Life Skills	- $ 500
Health Care	- $ 500

The various curriculum units contain all the necessary material for instructing a student functioning at that level in that subject area. General and specific learning objectives are accompanied by appropriate placement tests, teaching points, relevant resources, evaluation criteria, etc. The objectives are sequential in difficulty where possible in order to facilitate the placement of students and the planning of individualized instructional programs.

The content specialists were assisted in their curriculum writing by means of a sample unit (Math, Level III) and a guideline module (Appendix 2) developed by the Project Director. All units are available at AVC, Calgary for perusual by interested individuals.

Both instructors at the Adult Learning Centre were new to the program and found the curriculum package and pre-ordered learning resources to be an indispensable part of the orientation process and subsequent first weeks of instruction. As the year progressed, they were able to offer critical commentary as to the effectiveness of the units in the Outreach setting. These comments are included in Evaluation Section 2.0, pages 65 to 70.

In the latter part of May, the instructors will have some time set aside for actual revision of the curricula according to the need established by working with the units over the eight-month instructional period.

STAFF SELECTION

By July all physical arrangements for the Outreach site were complete, the curriculum package was ready for final typing, and the learning resources had not only been ordered but were beginning to arrive.

It remained only to recruit staff for the program. This function was the responsibility of the Assistant Centre Supervisor and the Project Director. Screening criteria, job description, and interview schedule were established and advertising began in late July with interviews scheduled for early August. A survey of the documents in Appendix 3 reveals that the important factors in staff selection were deemed to be experience in an individualized instructional setting (preferably with adults), background in English and Math at the Grade 0 - 9 level, good organizational ability and apparent empathy and concern for adults in what could be a threatening situation for them. Emphasis was also placed on experience in team teaching situations since the program time, facilities, and students were to be shared between the instructors. Finally it was decided to create one position as the equivalent of full-time (25 contact hours per week) and one as part-time (12 contact hours per week) to attract a larger field of applicants. After screening and interviewing, it appeared that several applicants met or exceeded all the criteria and we were able to chose two instructors whom we feel have been the driving force behind the program's success.

IMPLEMENTATION

The instructors, Carol Byrka and Pat Martin, were brought on site one week prior to admitting students to the program. This time was spent getting oriented to the program philosophy, arranging the furnishings satisfactorily and familiarizing themselves with the multitudinous resources and their link to the curricular objectives. This period of time was later recalled as being essential to a successful beginning in an Outreach program. Further orientation included two separate half-day inservice sessions at AVC with experienced ABE staff members. These sessions took place after the Outreach classes began. Details of the total staff orientation are available in Appendix 4.

On September 11, 1978, the doors were opened to admit students to the program. For the first 2 days, the two instructors and the project director arranged their schedules so that there were always two people on site to receive students. When a student arrived, he was offered a cup of coffee and drawn into a discussion of what the program offered and how this meshed with his personal goals. If it appeared that the student could benefit from the program (and nearly all could), a return appointment was made for further discussion and initial placement activities. The third visit entailed additional placement activities, beginning course work, and formal registration. On the fourth visit, the student made a commitment to an attendance schedule and began a full work program. In retrospect it is interesting to note that most students who ceased attendance at the Adult Learning Centre did so during the first five visits. This is an indication

that the orientation procedure was sufficiently thorough to impart an understanding of the program and its benefits without being so threatening as to frighten prospective students away.

Some students who dropped in were very specific in their goals e.g. improve spelling skills for report writing, develop the capability to read and understand texts being used in other courses, handle math well enough to succeed on the apprenticeship entrance exam. Many students are more vague concerning their immediate goals. They want to "get Grade 12" or " be able to get a better job" or "improve myself so my kids will have a better chance". A few students dropped in to work on other courses and often asked the instructor for assistance with their problems related to homework. Couple this range of goals with the tremendous variance in ability of students and a picture of the need for individualized instruction becomes indelible.

As discussed in Appendix 5, the instructors made a conscious effort to promote an atmosphere that would be seen as informal, non-threatening, supportive of the individual's needs, and conducive to the learning process. This intent was realized to the extent that students not only showed gains academically but also socially and, in some cases, emotionally. Self-concept of many students appeared to be enhanced and they often seemed more prepared to take control of their own destiny. In short the Learning Centre is a very positive experience for most of the students in attendance.

Some of the distracting influences associated with a new program were certainly evident at the A.L.C. Our location in the foyer of Forest Lawn Public Library auditorium needed to be completely furnished and supplied. Some unforseen factors such as inadequate shelving for learning resources, no telephone extension, cramped quarters, etc. required adjustment and accommodation by both staff and students. The foyer is open to the traffic

noise of people entering and leaving the library area upstairs, cold drafts from open doors, the nuisance factor of children of all ages trooping through to the washrooms, and the interested stares of patrons of activities taking place in the auditorium. In addition to all this, the Centre has been besieged by an endless stream of visitors from other institutions and by media personnel taking advantage of the newsworthiness of a new adult literacy program. Through all of this, the students have continued to study accepting the intrusions good-naturedly and exhibiting quiet pride and dignity during interviews.

Further evidence of the motivation to learn on the part of the students is detailed in Appendix 5. Often on busy days, students would be working under extremely crowded conditions and sharing materials and the instructor's time but continued to attend - even Friday afternoon would often see 10 - 12 students working at the A.L.C. Regular students would call the library office to explain to the instructor why they were going to be absent and, in some cases, made special arrangements at home with sitters or relatives in order to have a quiet time to complete lengthy assignments. Many students arrive early for sessions and bring in special learning tasks such as writing letters or resumes. On several occasions, students lamented the fact that the A.L.C. wasn't to be open all year and that there were no Outreach sites in other parts of the city for their friends or relatives to attend.

The counselling service at the Centre consisted of one three-hour visit per week alternating evenings and afternoons in order to meet the needs of more of the students. It was originally planned to offer one-hour formal

workshops each week to the students and follow this with a 2-hour personal counselling session. As reported by the counsellors in Appendix 5, it evolved that students were highly oriented toward academic work and were loathe to take the time necessary to participate in group activities. However a great deal of individual counselling in the areas of personal or vocational concerns did take place and the counsellors were seen by students and staff to be an integral part of the Outreach program.

A similar situation arose with the health services supplied by the nurse on her weekly three-hour visit. The originally planned one-hour clinics and presentations were not viable for conveying health care information. Instead the nurse relied on distribution of pamphlets and books for informational purposes and personal consultations for indepth information, personal health care problems, and referrals to health clinics or specialists. The nurse mentions in Appendix 5 that active clinics where students came in individually for vision tests, hearing checks, blood pressure tests, TB tests, weigh-ins, etc. were relatively successfull. Perhaps this is again a function of individual versus group activity and acceptance of the nurse as part of the Outreach team.

One of the precepts of the project proposal was that the students enrolled in the Outreach program would be screened to exclude those with severe learning disabilities or English as a Second Language (ESL) difficulties. The rationale for this screening was that ten ABE students at various levels of ability working in three subject areas at a given time would present quite enough of a challenge for an academically trained instructor. Although this reasoning has proven accurate, in practice the difficulty lies with the descriptor "severe". Is being hard of hearing or lacking visual acuity to be

considered a "severe" learning disability? What about physically handicapped students? At what stage of oral proficiency with English does an ESL problem cease to present major difficulties with learning to read and write the English language? Should ESL students be allowed to register to study only Math? As the program progressed, it became a question of the instructors determining during the student orientation period where the demarcation line lay with each individual. If it was felt by the instructor that the student could benefit from the program without placing undue strain on the resources (human and material) of the A.L.C., then that individual was registered. If this were not the case, then the instructor, nurse, counsellor, or project director would assist the individual student to find an appropriate program. It is obvious however that this screening activity is an area of needed development in the overall program. An instructor cannot be expected to be all things to all people.

As the implementation of the program progressed towards December, 1978, the instructors in consultation with the project director developed several data collection instruments, report forms, record systems, etc. Those pertinent to the project evaluation are appended to this report. Throughout the implementation and dissemination stages, the instructors have given a lot of their time to the data collection for the report, particularly the evaluation segment following here.

FROM AN INSTRUCTOR'S VIEWPOINT

Pat Martin B.Ed., M.A.

"Without imposing a stultified syllogism on the educational philosophy that inspired and maintains the Outreach Adult Learning Centre, the impetus of the program can still be expressed in two simple premises. If adults want to learn, they are motivated. If they are introduced to an environment that is conducive to their psychological comfort, they will learn and their learning will perpetuate their motivation. This, in its turn, will foster favourable attendance patterns and progress commensurate with individual potential. All other practical concerns are superseded by the mandatory conditions implied by the premises. If you have the people, and the people have the feeling, your centre is successful".[1]

Accepting the foregoing as a priori, we can proceed to implement a program that puts the student at ease. You can assume nothing except that a student who arrives possibly wants to learn. This should make the process slightly less awesome. One merely needs to discern, immediately: what and why the student wants to learn, what (if any) his fears are, what his past experiences with learning are, how can he best relate comfortably to others (including instructors) and how he communicates his needs. The least of our worries are his full name, address and number of dependents. Our worries are his worries: can he come after work? Can he learn? Do we want him here? Does he have to tell others his grade level? Do we like him? Will all the others be "ahead" of him?

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1. P. Martin and O. Snider - article for College Canada Magazine, March, 1979

The success of the initial confrontation with the potential student depends entirely on the receptivity and interest thresholds of the hosts/hostesses. The student has to feel that he is the focus and that his fears, needs and success are paramount. He has to know that he can always say what is on his mind.

Adaptability in the initial interview approach is crucial. If one has spent two hours of concentrated conversation explaining grammar and writing, a simple comment about either to the next person may humiliate or even insult him. You may find that he has been a "closet" illiterate for forty years and the indiscriminate remark has caused him to break into a cold sweat and to precipitate himself against a table in an effort to beat a hasty retreat.

It always helps to know a smattering of colloquial phrases in 8 to 10 foreign languages - this gives the E.S.L. student a false sense of security - which, once undermined, must be immediately replaced with patient, sincere interest.

If luck prevails, the host will know that students with muscular diseases usually have average or above average IQ's. This helps to avoid the atrocity of shouting at, "talking down" to or generally discriminating against the disabled. Precautions will also be taken to sit near a student, speak clearly, slowly and with careful lip-movement. So many students are in their present predicaments because of undiagnosed or untended sight or hearing problems. Naturally, all other techniques of good interviewing should be manifest.

Once you have students actually enrolled, it remains to effect interaction. This can be fostered by an all-out promotion of "learning" - the dignity and worthwhileness of learning <u>anything</u>. It helps to consistently stress the instructors' pleasure and growth in learning from the students. Learning becomes

the ultimate function of the centre, even during coffee breaks.

This emphasis on learning not only promotes academic possibilities, but it stimulates interaction which produces trust among students as they inform one another and exchange anecdotes. Describing the installation of a dimmer switch or the execution of a Caesar Salad exercises skills as thoroughly as a structured exercise. These exchanges bolster self-esteem and produce respect for others - apart from the educational context. This is especially valuable for students with negligable formal education who have succeeded despite this "deprivation".

Finally, when mutual respect is developed, it radiates to new students and motivates them. It also produces a confidence in the group - as group and as individuals. Their membership in a "learning community" is not only gratifying, but it fulfills some social needs and is, indeed, prestigious. They tell others about it because they are proud and pleased. The idea of returning to school becomes a source of pride rather than anxiety. This has been verified when students were interviewed by the media and visiting educators.

The credibility of the successful interaction is no longer questionable. A gentleman who neither reads nor writes, but who learned French through a stint in the military, translates for a French-Speaking Viet Namese immigrant. A travel agent (learning essay techniques) helps a high school drop-out with fractions. A store clerk teaches spelling rules to a business man and a pleased squeal from a victim of advanced cerebral palsy incites a round of applause. The anecdotal descriptions could fill volumes.

Nearly every student's history and progress record makes interesting

reading and provides vital statistics. A random set of case studies indicates the potential scope of an Adult Learning Centre.

His company asked Alan, an employee of ten years, to fill out an advancement form so that he could be promoted to a foreman's position. To Alan's own astonishment, and after thirty-five years of reticence, he answered that he could not since he was totally illiterate. He has, however, run a successful repair service, held a full-time, responsible job and provided more than comfortably for his wife and three (now teenaged) children. He not only speaks fluent French, but he is a gourmet cook, an avid do-it-yourselfer and an outgoing, involved community member. When he first arrived at Outreach, he had deep-seated fears, frequent memory lapses (these seem to occur regularly in adults who learn so much so rapidly) and was generally disoriented. Probably partly due to other life successes (the psychocybernetic syndrome), Alan is persevering, progressing and inciting much positive interaction at Outreach.

Adult students who embark with few life successes can also succeed at Outreach and (as expected) appear to do so more readily in individualized programs. Denise is a drop-out with very little self-esteem, a history of experience in "slow-learner" classes and institutions and plethora of stifling fear syndromes. She has had the attention she requires and now is generally confident working alone. This is largely due to working with adults who are always ready to help a peer and who are not unwilling to chastize (kindly) and encourage constantly. There is no ridicule in Outreach. Everyone is adamant of all except the most sincere constructive criticism.

Eve came to us as a high school drop-out (12-14 years ago) who hated school. Her husband was in jail. She and her two children were on social assistance, she was jobless and bored. She came for something to do and she certainly did something.

Although she was often in financial difficulty and was harassed by her husband's previous acquaintances (this often precipitated violence) she became aware of her potential, began to learn, and has (since September 1978) spanned three grade levels of math, reading and English. She has missed possibly eight scheduled days - only because of her husband's court appearances or her children's doctor's or dentist's appointments. These successes are augmented by her personal gains. She learned about nutrition and is daily trying new recipes (many provided by peers), she investigated dental and skincare and looks like a younger woman, she found a goal and will soon be taking accounting, but, most of all, she found acceptance, respect and mutual interests with persons other than those she had despised in the past.

Tom's wife gently counselled him toward upgrading, and the two arrived at Outreach. The nurse found a hearing disability that had possibly prevented or hindered Tom regarding learning. Tom liked the idea of his wife "being" there and she, in turn, loved to help others. He earned her respect and she attends regularly to keep herself "mobile" and progressive. This couple have provided a model as well as warmth, understanding and motivation for the group.

Bill is an aggressive, thoughtful businessman involved in personnel management and job placement - a student every Learning Centre Staff dreams of. He has attended Outreach with terrifying regularity since its inception and is learning - to SPELL. His grim determination and fervent respect for knowledge are highly contagious. He has provided personal and career counselling, part of his daily office routine, advice from the school of hard knocks, and general encouragement in countless cases. His definite goals and his openness about his initial doubts have quelled fears and stimulated action.

Some students have transferred to Alberta Vocational Centre to pursue upgrading. Some have acquired the courage to seek and find part-time employment. Some are looking forward to a future they thought was non-existent. Some preparing for apprenticeship, citizenship, employment exams are fulfilling lifetime dreams. All, however, enjoy learning, enjoy each other, and provide inspiration plus to any observer. Luckily, Outreach has had the people, and the feeling.

PROJECT EVALUATION

The project evaluation has been conceptualized, organized and carried through by the project appraiser and the project director. The program development team and various members of Advanced Education and Manpower provided input to the planning and revision of the module and to the analysis of the data collected during the past six months. Without the manifestation of this team effort, the extent and quality of the evaluation section which follows would not have been possible.

The original evaluation module constitutes Appendix 7 to this report. The format of the evaluation section is to follow through that module point-by-point so far as is possible and treat special evaluative topics at the end of the section.

1.0 OUTREACH PROCESS

1.1 How is the program advertised?

During the development stage, a number of social agencies were kept abreast of the progress and intent of the program. In August and again in January, 1979, an information sheet was circulated to these sources and referrals were solicited. An ad was placed in the Continuing Education Tabloid for distribution to homes throughout Calgary and district. A press release was arranged through the public relations office of the Calgary Public Library and the CPL also promoted the program through its internal publicity program. A newspaper story appeared in August and another resulted from an interview at the A.L.C. after the program was underway. A

follow-up story on one of the enrolled students failed to materialize due to time restraints. The CBC Evening News crew filmed a news segment on site in October and aired it that same evening on TV. Also at that time, a radio interview was taped for release later that week. Finally, AVC Student Services was well aware of the Outreach program and referred appropriate students who lived in the Greater Forest Lawn area. Copies of the various print releases are in Appendix 8.

1.2 How did the students find out about the program?

		Code	Frequency	%
SOURCE OF REFERRAL	AVC Student Services	1	26	50
	Continuing Education Tabloid	2	9	17
	Newspaper story	3	7	14
	Library	4	4	8
	Friend/relative	5	5	10
	Other institution/agency	6	1	2
	Other	7	0	0

It can be seen from this data that the major source of students was AVC student services referrals but that the news releases, ads, and library publicity were effective in reaching students as well. It is important to note that the planned major advertising campaign was never necessary for student recruitment.

1.3 Do the people we attract to the program match the target population as outlined on page 6 of the proposal?

Proposal	Actual Students
Over the age of 25	Mean age of 32.1 years Modal group (40%) in 35-44 age range
Functionally illiterate	All achieving at grade 9 or less Modal placement (49%) in the grade 4-6 range
Out of school a considerable amount of time	63% out of school more than 10 years
Younger students may attend if they wish	7% in the 15-19 age range
May be working full or part-time	51% employed
Homemaker or receiving social assistance	Social assistance (13%) Homemaker (female), no U.I.C. benefits (25%)
Personal desire to upgrade but difficulty finding means	Interviewed students state that flexible hours, community location, informality, and absence of fees have made it possible for them
Not aiming at E.S.L. students	Several E.S.L. students in program but nearly all are comfortable with <u>oral</u> English

An overview of this data demonstrates that the students attracted to the program are closely aligned with the target population on most points.

1.4 What are the unique characteristics of the students entering the program?

There are any number of characteristics of students at the A.L.C. which can be discussed but the focus here is on the descriptor "unique". Why are they at the A.L.C. and not somewhere else taking upgrading? Many of the students have come to upgrade specific skills for an immediate objective e.g. math for the apprenticeship entrance exam or for entry to bookkeeping courses, improve spelling or report writing abilities needed on the job. They come to

the A.L.C. because they don't have to take a whole "course" but can concentrate on needed skills. At the other end of the scale, there are students who come for relatively vague reasons like "to serve as an example for my children" or "to be able to communicate on a more interesting level with others". These people are not looking for a formal credit program, at least not yet. One student is here because he couldn't find help elsewhere; another had unfortunate experiences with correspondence courses; another has been forced to upgrade for a career change for medical reasons.

Some students come in harbouring fears of varying natures and intensities - "I didn't know what to expect"; "I have been unsuccessful elsewhere. Will it be the same here?"; "I hated school. Will I dislike it here?"; "Can I still learn at my age?" The students credit the informal atmosphere, self-pacing, and empathetic instructors for allaying these fears. Comments include "They treat me like an adult" and "The teachers listen".

1.5 How do the students at the outreach centre differ demographically from the inhouse AVC Adult Basic Education population?

Some demographic data has been collected on students in three programs; AVC regular day program, 1976-1977, AVC evening continuing education classes, 1976-1977, and the ABE outreach program September to December, 1978. All students were enrolled in ABE 0 - 9 grade level programs and data was recorded as of their application to the program. This data is displayed by means of frequency tables, pages 46, 47, and graphs, pages 48 to 52 . An analysis of this data reveals that:

a) The age of the students at the Outreach site is generally older than in either of the other programs. The modal range is 35-44 years at the A.L.C. rather than 25-34 as in both AVC programs and the percentage of students in the 15-19 age range is comparatively very low at the A.L.C. (7%). Looked at another way, the mean age for the A.L.C. is 32.1 whereas the day program mean age is 27.9 and the mean age of evening AVC student is 27.8.

b) The male/female distribution of the students approximates that of the general population except in the day program which clearly has a majority of women (75%).

c) The declared previous education level of students is similar in all three programs.

d) As might be expected from the age distribution, the Adult Learning Centre student population has been out of school longer than those students in the other 2 programs. At the A.L.C., 63% have been out of school more than 10 years versus 41% in the evening class and 32% in the day class.

e) Why has the student enrolled in the academic upgrading program? A look at the stated goal data reveals marked differences in response among the programs. The modal response in each case indicates the A.L.C. student wishes to achieve Grade 12 or upgrade skills for personal improvement; the evening continuing education student wishes employment improvement or entry to an AVC short course, while the day AVC student is aiming primarily at admission to an AVC short course (these are often employment oriented programs).

f) The employment status at application shows that a higher proportion of A.L.C. students are working full or part-time (51%) and a somewhat lower proportion are unemployed (34%) or on social assistance (13%). It can also be noted here that because of the flexible attendance policy at the A.L.C., the student can continue his employment while attending classes. This of course is not possible for the AVC day program.

In summary then, the Outreach student is older, longer out of school, and more likely to be employed full or part-time than the inhouse AVC student. Also it appears that he is more interested in upgrading for personal improvement rather than strictly as an entry requirement for another course or program.

FREQUENCY TABLE

			ADULT LEARNING CENTRE		AVC EVENING		AVC DAY	
		Code	Freq.	%	Freq.	%	Freq.	%
AGE	15 - 19	1	3	7	30	19	21	24
	20 - 24	2	9	22	42	27	21	24
	25 - 34	3	10	24	50	32	25	28
	35 - 44	4	17	40	25	16	17	19
	45 - 64	5	3	7	10	6	3	4
	65	6	0	0	0	0	1	1
SEX	Male	1	23	44	71	45	22	25
	Female	2	29	56	86	55	66	75
PREVIOUS EDUCATION	Grades 0 - 3	1	2	4	4	3	3	4
	Grades 4 - 6	2	3	6	17	11	10	11
	Grades 7 - 9	3	28	60	98	62	48	55
	Grades 10+	4	14	30	38	24	23	26
YEARS OUT OF SCHOOL	≤ 1 year	1	5	13	12	8	13	15
	2 years	2	0	0	14	9	7	8
	3 years	3	0	0	11	7	10	11
	4 - 6 years	4	3	8	27	17	18	20
	7 -10 years	5	6	16	29	18	12	14
	11 -20 years	6	14	38	33	21	12	14
	>20 years	7	9	25	31	20	16	18
GOAL								
Employment Improvement		1	2	4	55	35	2	2
Apprenticeship/Trades		2	2	4	17	11	0	0
AVC or short course, i.e. Bus. Ed., RNA		3	11	22	40	26	38	43
1 year course (SAIT, MRC)		4	1	2	16	10	11	13
2 year community college		5	3	6	6	4	7	8
2 year technical		6	0	0	1	1	2	2
University		7	2	4	18	11	7	8
Other		8			2	1	9	10
Self-improvement		8s	22	44				
Grade 12		8u	7	14				
Unknown		9	0	0	2	1	11	13

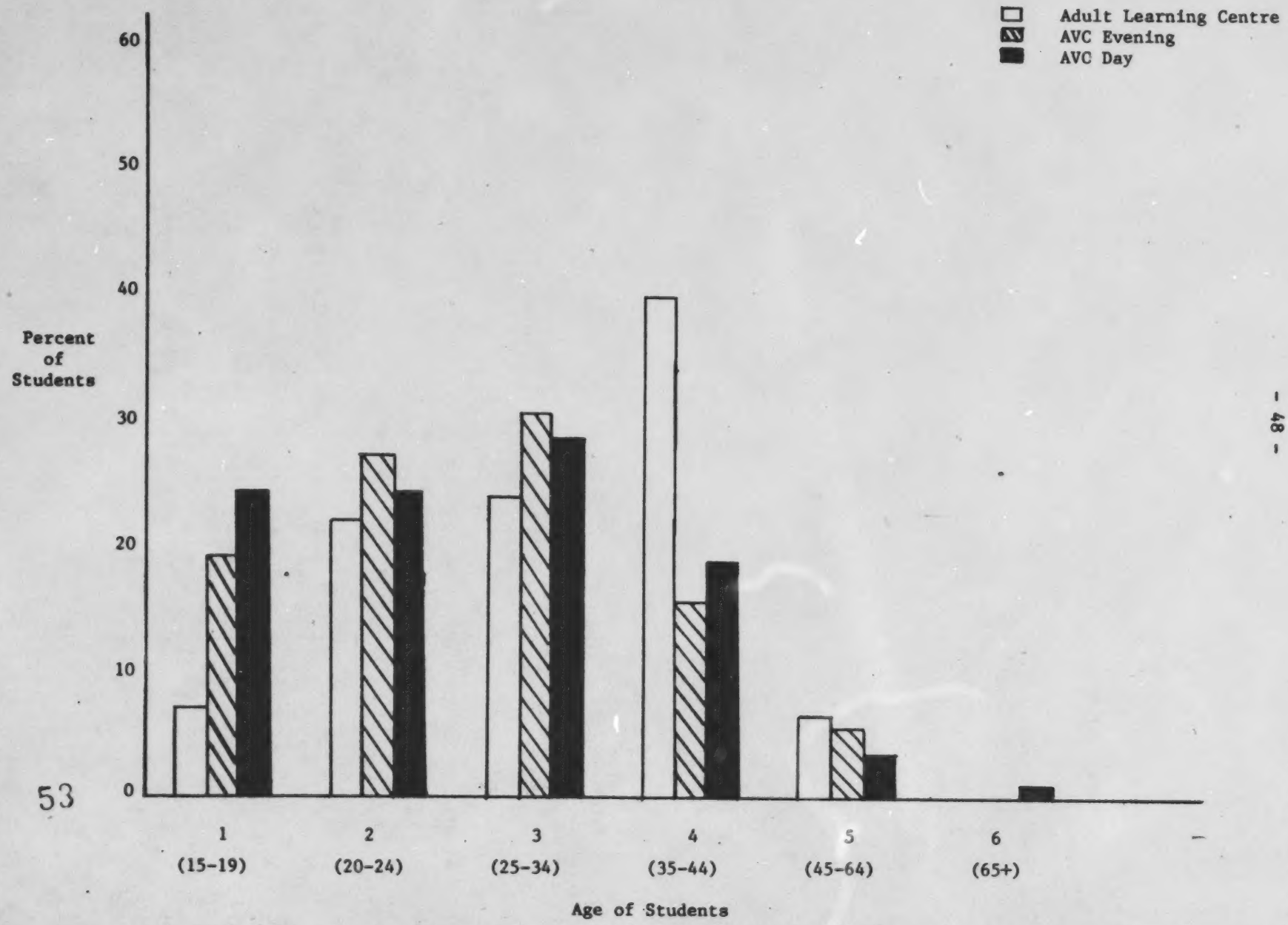
FREQUENCY TABLE

EMPLOYMENT		ADULT LEARNING CENTRE		AVC EVENING		AVC DAY	
STATUS AT APPLICATION	Code	Freq.	%	Freq.	%	Freq.	%
Recent AVC student	1	0	0	2	1	3	3
Full-time employment	2	19	42	52	33	14	16
Part-time employment	3	4	9	2	1	3	3
Unemployed - no UIC benefits	4	15	34	63	40	44	50
Unemployed - UIC benefits	5	0	0	1	1	0	0
Social Assistance	6	6	13	35	22	24	27
Student at another institution	7	1	2	2	1	0	0
UnKnown	8	0	0	0	0	0	0

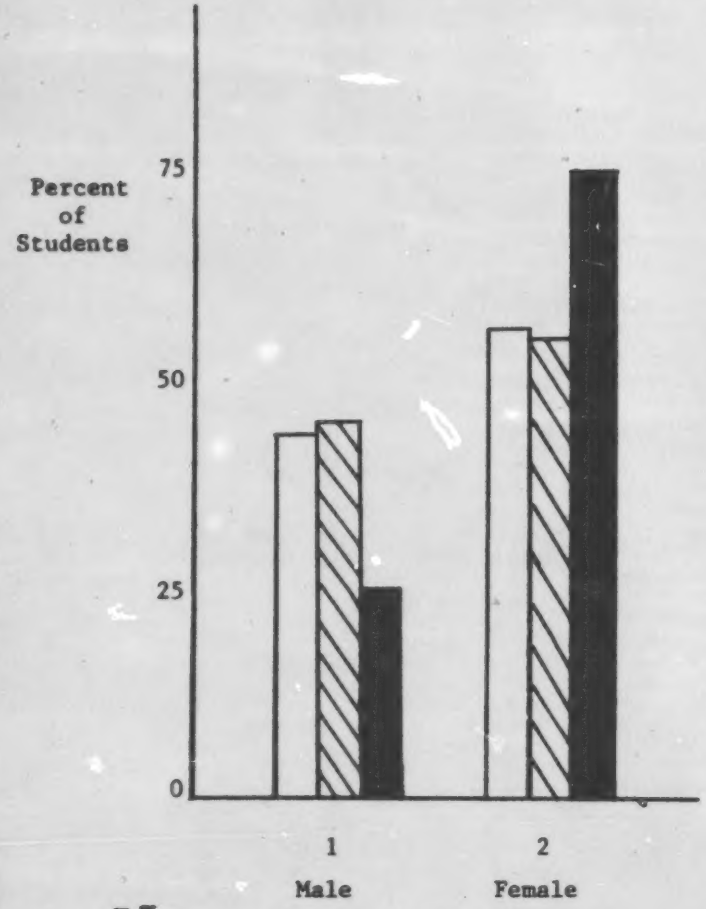
ADULT LEARNING CENTRE - FREQUENCY TABLE

		Code	Freq.	%
PE - Programme Entered	Level I (G.E. 0 - 3)	1	11	23
	Level II (G.E. 4 - 6)	2	23	49
	Level III (G.E. 7 - 9)	3	13	28
LENGTH OF STAY (Session means 1, 2 or 3 hour attendance)	≤5 Sessions	1	13	25
	6 - 10 Sessions	2	1	2
	11 - 20 Sessions	3	3	6
	>20 Sessions	4	0	0
	Currently enrolled	5	35	67
ATTENDANCE PATTERN	Irregular	1	13	28
	2 times per week	2	14	30
	3 times per week	3	16	34
	≥4 times per week	4	4	8
PROGRESS	Excellent (expended unusual time and effort)	1	21	44
	Satisfactory (achieved objectives successfully)	2	3	6
	Unsatisfactory (difficulty in achieving objectives)	3	0	0
	Insufficient data at this time	4	5	10
	Attendance period too brief for assessment	5	19	40

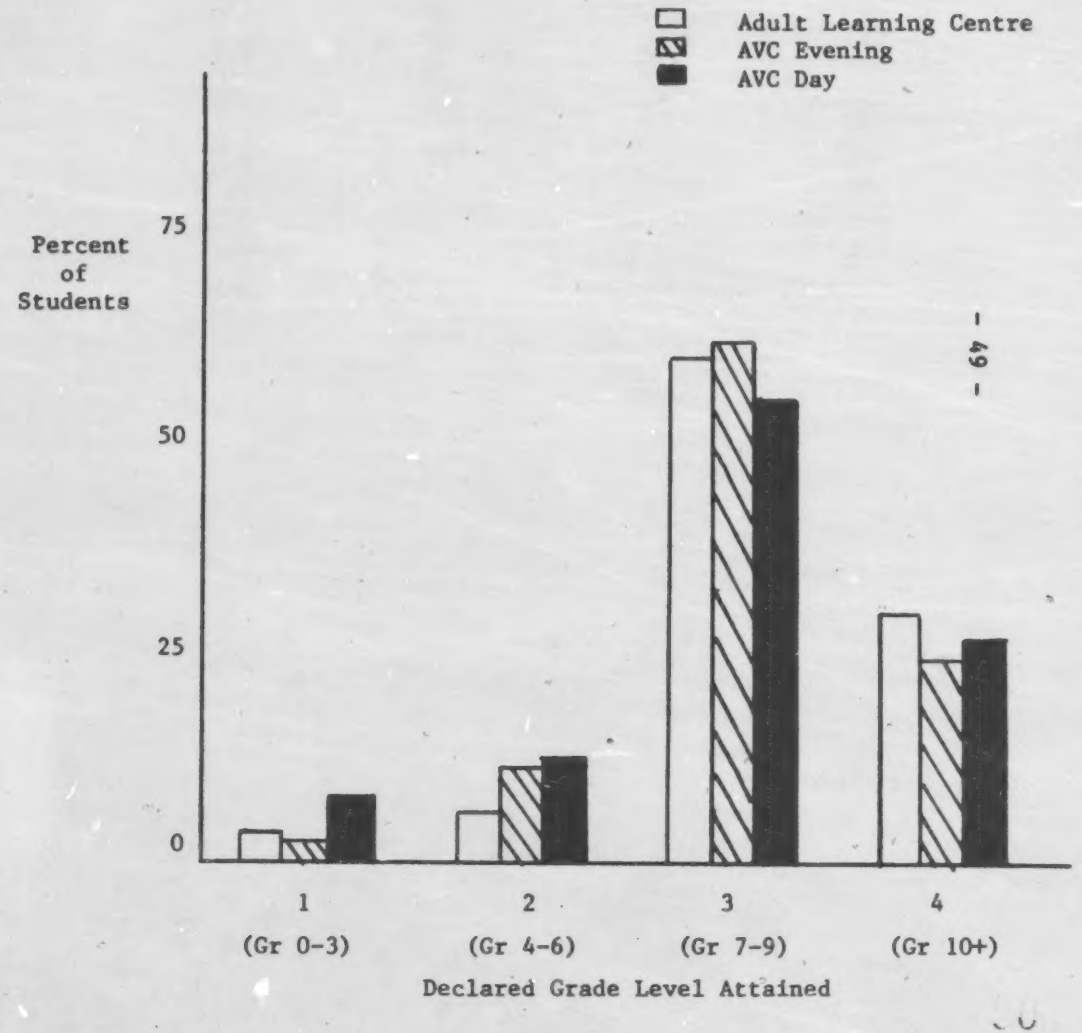
STUDENT AGE DISTRIBUTION

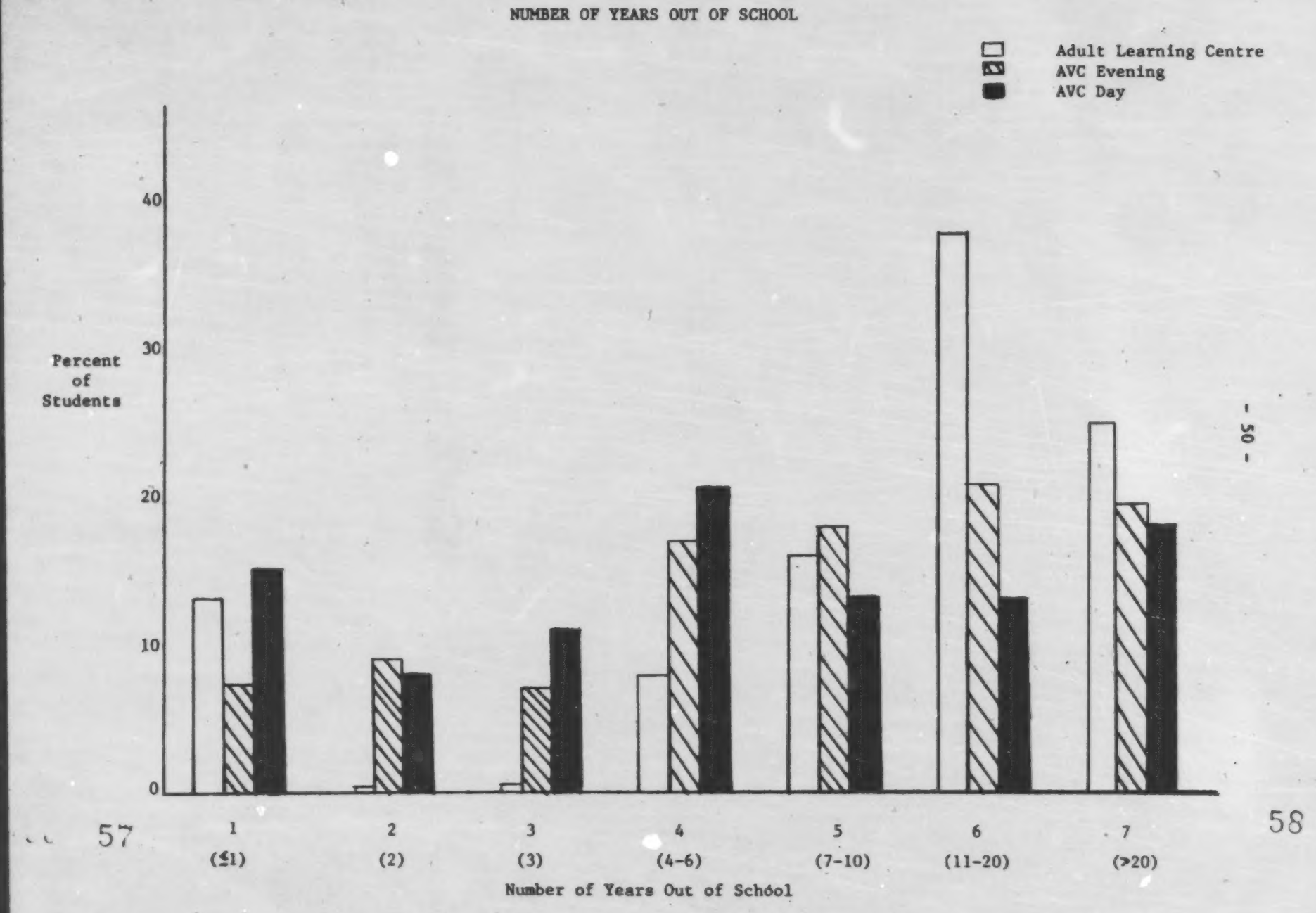


DISTRIBUTION OF ENROLLED STUDENTS BY SEX

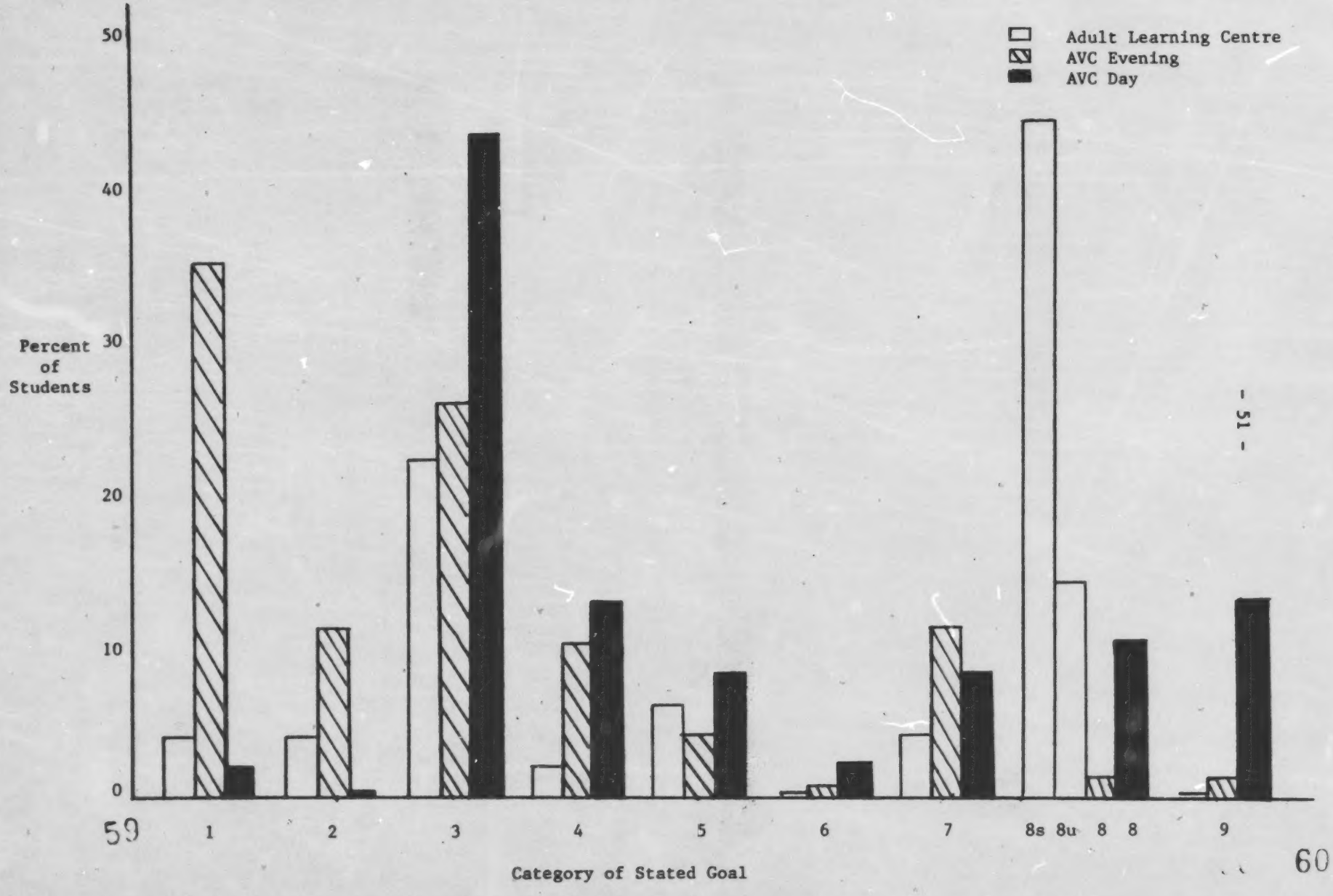


PREVIOUS EDUCATION OF STUDENTS

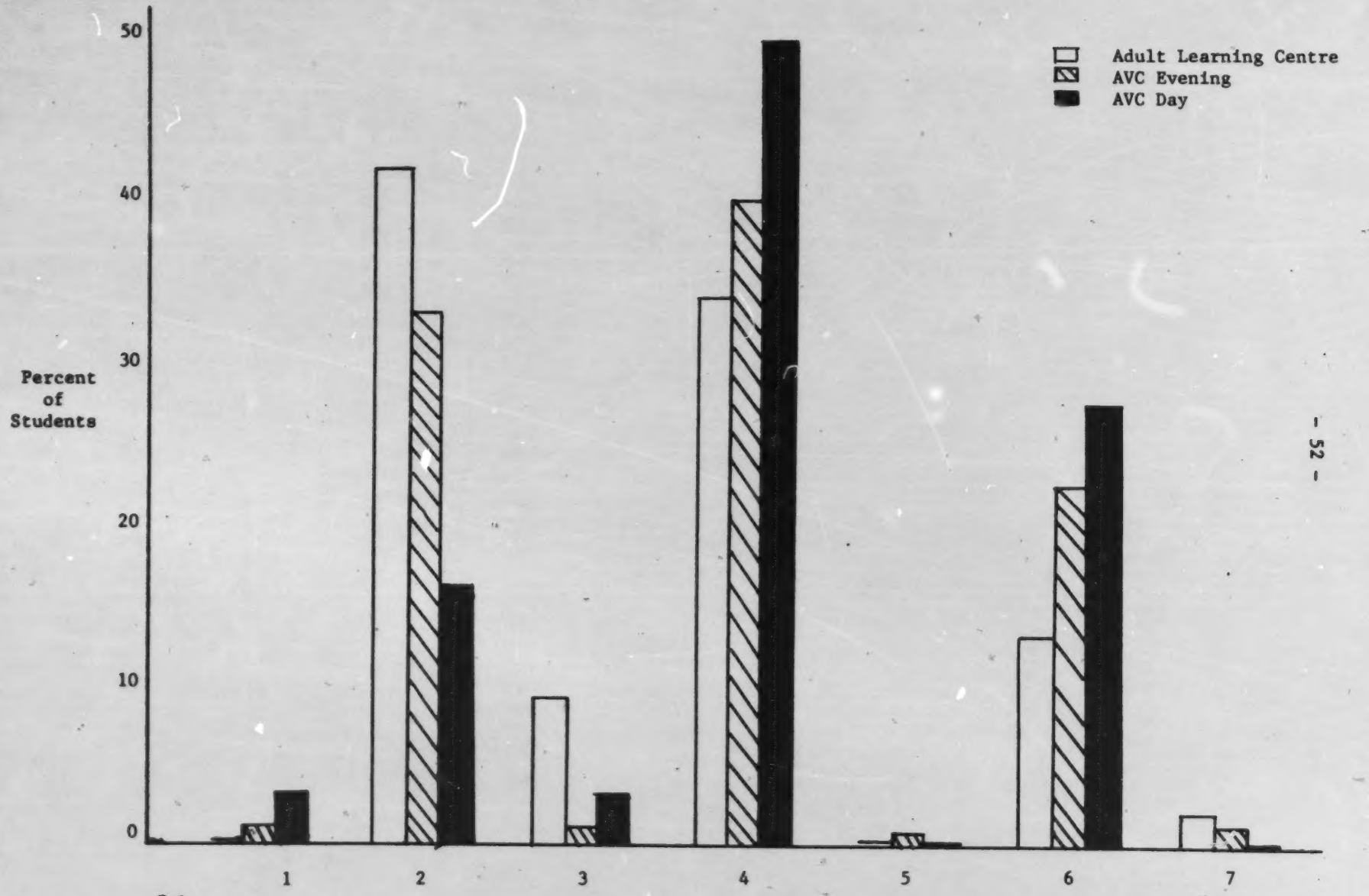



NUMBER OF YEARS OUT OF SCHOOL
Adult Learning Centre
AVC Evening
AVC Day
Percent of Students
40
30
20
10
0
1 (≤1)
2 (2)
3 (3)
4 (4-6)
5 (7-10)
6 (11-20)
7 (>20)
Number of Years Out of School

STATED GOAL UPON APPLICATION



EMPLOYMENT STATUS AT APPLICATION



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62

1.6 What are the characteristics and perceptions of completers versus drop-outs? Why did students drop-out?

It is in order here to first of all define terminology. In this instance, a completer is a student still enrolled at the A.L.C. in December when the data was collected. Drop-out is more difficult to define. After considerable discussion, the program development team defined a drop-out as a student who completed the oriantation period then ceased to attend class. Also not included in the definition were students transferred to other programs or counselled to leave the A.L.C. for sound reasons.

Between September 11 and December 1, 1978, fifty-two (52) students came in to the A.L.C. and seventeen (17) of these ceased to attend at some point. Thirteen (13) attended 5 times or less. Since this period of attendance approximates that of orientation, these students are not classified as drop-outs. One student who attended more than 5 times made sufficient progress to be transferred to a Grade 10 program at AVC. Another student who attended regularly was counselled to leave because there was little evidence of progress in the program.

Thus, the number of drop-outs is found to be two (2) which is 3.8% of the enrolment. One of these students left because she began working at two jobs and had no time left for school and the other student was required at home to care for an extended family incurred through a family break-up.

Further information reveals that of the 13 who attended 5 times or less, 7 left because the pressures of working full-time and attending class was too great. Also interesting to note is that of the 26 students recruited by means other than AVC student services, only 5 (19%) ceased to attend but this included the only 2 true drop-outs.

It seems appropriate at this juncture to say that since the drop-out rate is so low (3.8%), the program is definitely meeting a need in the community.

1.7 What is the enrolment at the outreach site and what attendance pattern, if any, developed?

Enrolment	Minimum	Maximum
September	36	40
October	33	40
November	35	41
December	30	38

Attendance

September		Maximum	Minimum	Mean	#<7
	Afternoon	13	5	10.1	1
	Evening	14	3	9.1	2
	Total Day	27	13	18.8	

October		Maximum	Minimum	Mean	#<7
	Afternoon	12	3	8.4	5
	Evening	12	3	7.2	7
	Total Day	22	10	15.0	

November		Maximum	Minimum	Mean	#<7
	Afternoon	13	3	8.0	6
	Evening	13	3	6.6	7
	Total Day	21	9	15.0	

December		Maximum	Minimum	Mean	#<7
	Afternoon	11	2	6.5	5
	Evening	6	4	5.0	8
	Total Day	16	7	12.1	

1.7 Analysis

The enrolment was maintained between fairly narrow limits as can be seen from the table. This is a function of continuous entry whereby new students

are admitted as others cease attendance. No real pattern emerged as to "slow" nights or afternoons - even Friday afternoon often had 10 - 12 students in attendance. Some evening students arrived at 4 or 5 o'clock and worked well into the evening but were counted just as evening students in attendance. Both total enrolment and average attendance dropped a little in December, partly because of the distractions of the season and partly because most new students chose to wait until January to register. Usually when students were scheduled to come and couldn't make it, they phoned beforehand and arranged an alternate time. In general, it is felt that attendance at the Outreach site met or exceeded the guidelines indicated in the evaluation module.

1.8 Do we have positive feedback from students, contact agencies, staff, the public with respect to the viability of the outreach process?

Students have been overwhelming in their support for the Outreach program as they know it at Forest Lawn Library. Evidence includes their requests for friends and relatives to begin attendance, a desire to take up a petition for the establishment of a site in another part of the city for others to attend, and the fact that there has been a waiting list since January, 1979. Some comments specific to the Outreach process are: "Because of the flexible hours and individual attention; it is easier to schedule my time and work slowly into a full program of study". "The location close to home is easy to get to by bus or car and the parking is available and free". "The counsellor has helped me to direct my career planning with interviews and aptitude tests".

The number of referrals from contact agencies indicates support of the viability of the Outreach process. Referrals have come from Calgary Board of Education, Vocational Rehabilitation Research Institute, Indian Affairs, Runaway Project, YWCA, Alberta Social Services, and others.

Social Services accept documentation of attendance and progress in the program for support of students for Day Care, Bus Passes, distribution of remuneration, etc.

An indication of the interest in the Outreach process has been the seemingly unbroken stream of visitors from educational institutions, libraries, and other agencies both in and out of province. An oversight on our part and thereby a recommendation for others is that a visitors' logbook be kept for reference.

1.9 What are the advantages and disadvantages of the Outreach process?

Advantages	Report Reference
The outreach site is physically closer to home and increases accessability to education for students in the community.	14 to 26 99
The flexibility of the attendance policy allows for better integration of the educational program with students ongoing life style.	2 35 to 40 54, 55, 99
The outreach delivery mode is reaching a different element of society than is usually able to enrol in ABE courses.	1 35 to 40 43, 44 to 52
Similarly, the program is attracting students who are atypical of the AVC ABE student body.	35 to 40, 42,43, 44 Appendix 5
The community-based adult learning centre allows "education" to be seen as an integral part of a community life style rather than the prerogative of a series of relatively unapproachable institutions.	32 35 to 40
The four-phase orientation program provides for better "capture" opportunities i.e. the student is given sufficient time to capture the learning opportunity.	4, 30 Appendix 4
The drop-in atmosphere allows for non-goal oriented individuals to mature to goal oriented students.	31 35 to 40
The individualized nature of the curriculum package allows for student to set specific goals e.g. improved spelling, apprenticeship math.	27, 31, 69 Appendix 2
The presence of the counsellor ensures more realistic goal setting.	32, 33, 90
The academic gains of most students are considerable and rapid.	47, 93
Academic achievement and social skills gains lead to a healthier self-concept.	31, 35 to 40, 93 Appendix 5
The academic, social, and life style positive gains are an indication of the returns of the program to society.	31, 32, 35 to 40 55, 56, 94 to 98 Appendix 5
This ABE program provides a transitional stage for ESL students progressing to written command of English.	33 35 to 40

Disadvantages	Report Reference
There can be communication difficulties with the parent institution regarding such things as student transfer and referrals, mail service, etc.	
There is a very real risk of the Outreach on-site staff developing a sense of isolation from the "regular" staff, especially if the geographic distance is great.	99
The extra-curricular activities and services of the parent institution are not readily available to Outreach students.	
There is a slower turnaround time for service requests e.g. duplicating, Audio Visual equipment repairs.	64, 89, 99
Outreach programming results in disproportionately increased personnel time for liaison and supervision.	99
The Outreach student could suffer "culture shock" upon transfer to a traditional learning environment.	2

2.0 OUTREACH CENTRE COMPONENTS AND ACTIVITIES

The Evaluation Module, Appendix 7, illustrates the original intent of the evaluation of program materials, physical setting, and instructional activities at the A.L.C. However as implementation of the program proceeded, it became obvious that greater emphasis was needed in the area of instructor-student interactions and also that the methodology of the evaluative activity needed further articulation. As a result the Project Director and the Project Appraiser collaborated on the units that follow in this section.

Unit I - Outreach Site Observation Checklist

This unit has been supplemented by General Comments on the curricular materials by Pat Martin, Instructor and a sample of the Specific Comments form which will be utilized in curricular revisions in May, 1979.

Unit II - Personnel Activities Observation

This unit contains an observation form (this was modified in format in actual use), brief commentary, and graphs of observed activities.

Unit III - Instructor-Student Interaction in Adult Basic Education Programming

Respondents Carol Byrka - Instructor, Adult Learning Centre
Patricia Martin - Instructor, Adult Learning Centre
Floy Maunier - Instructor, Alberta Vocational Centre, Calgary
Lindsay Patfield - Instructor, Alberta Vocational Centre, Calgary
Joanne Shaw - Instructor, Alberta Vocational Centre, Calgary
Rod Jones - Senior Instructor, Adult Basic Education, Alberta Vocational Centre, Calgary
Judi Sherin - Instructor, Janitorial and Educational Training Program, Calgary
Joyce Spicer - Teacher/Coordinator, Basic Literacy, Continuing Education, Calgary Board of Education
Dr. Eva Shaw - Associate Professor, Education Curriculum and Instruction, University of Calgary

The respondents listed on the previous page were asked to rate the instructor-student interactions on the response form as to their own perception of the contribution of these activities to the learning process. Attached is the graphed results comparing the mean response of all 9 people to the mean response of the 2 instructors on site at the A.L.C.

An analysis of the information contained in all 3 units is at the end of the section.

Alberta Vocational Centre - Calgary

Adult Basic Education

Outreach Program

Project Evaluation

Outreach Site Observation Checklist

Site Observed Adult Basic Education Outreach Centre
Forest Lawn Public Library

Observer Alec Stephen

Date of Observation February 13, 16, 19 March 19, 1979

Length of Observation Period 9 Hours

Statement of Use

Intent This instrument is designed to address the Outreach Project Evaluation Module.
Objectives 2.1, 2.2, 2.3, 2.4

An open-ended interview with the Project Director, instructors, nurse, and counsellor will be conducted by A. Stephen in order to address Objective 2.5 "To what degree has the learning system achieved true portability?"

Part A

This will be administered by observation on site by A. Stephen.

Part B

This will be administered by observation on site by A. Stephen in consultation with the instructors.

Part C

This will be a joint effort of the instructors, nurse, counsellor, O. Snider and A. Stephen.

A. Physical Setting of the Site

Feature	Adequacy (Poor 1 2 3 4 5 Excellent)	Problem(s) Observed
1. Size of learning area	1 2 **(3)** 4 5	Adequate for 14 Students
2. Arrangement of furnishings	1 **(2)** 3 4 5	Cramped: No Privacy
3. Lighting	1 **(2)** 3 4 5	Very Poor for half of Facility
4. Ventilation	1 2 **(3)** 4 5	
5. Traffic flow/access	**(1)** 2 3 4 5	Traffic to Auditorium/Washrooms
6. Power outlets	1 2 **(3)** 4 5	Noise from Library Main Door
7. Washroom facilities	1 2 3 4 **(5)**	Very Close
8. Individual study space	1 **(2)** 3 4 5	None Really
9. Discussion/interview space	1 **(2)** 3 4 5	Using Auditorium Projection Booth
10. General accessibility to students e.g. bus routes, parking	1 2 3 **(4)** 5	
11. Desks	1 **(2)** 3 4 5	Only Large Tables Available
12. Tables and chairs	1 2 **(3)** 4 5	
13. Closed storage facilities	**(1)** 2 3 4 5	Virtually None
14. Open storage facilities	1 2 **(3)** 4 5	Cramped
15. Coffee break facilities	1 2 **(3)** 4 5	Accessible in the Study Area
16. Display Areas	1 2 **(3)** 4 5	
17. Coat, boot storage	1 **(2)** 3 4 5	One Coat Tree
18. Other (specify)	1 2 3 4 5	

Comments The space used for the centre was not designed to accommodate the type of facility that was offered. As a result, the students were cramped when attendance was high, the noise factor was high, and traffic to and from the washrooms and the auditorium was a fairly constant intrusion.

B. Hardware on Site

Item	Quantity	Adequate Storage Available (Yes/No)	Use rate (High, Average, Low)	Contribution to learning process on site (Extensive, Useful, Marginal)	Maintenance and/or Durability is a problem (Yes/No)	Problem(s) Observed
Cassette Players/Recorders	3	No	H	E	Yes	Time Loss of Repair 2 days - 1 week
SRA Factpacer	1	No	L	M	No	
Overhead Projector	1	No	L	M	No	
Tachistoscope	2	No	A	U	No	
Digitor Math Aid	1	No	A	U	No	
Headphones	3	No	H	E	Yes	
General Nursing Supplies						
Oxygen Unit	1	Yes	L	M	Yes	Has to be checked by Oxygen supply Company
Blood pressure cuff	1	Yes	H	U	No	
Stethoscope	1	Yes	H	U	No	
First Aid Kit	1	Yes	A	U	No	
Mitilite	1	Yes	A	U	No	

General Comments The cassette player/recorders were highly utilized whereas the overhead projector appeared not to have a function in this type of learning environment. Lack of closed storage facilities was most noticeable.

C. Learning Materials

Miscellaneous

Category of Material	Planned Use	Actual Use	Reaction
Laubach System Audio-tapes	C.O.	C.O. SUPP. ESL	U
EDL Audio-tapes	C.O.	C.O. SUPP. A	U
Tachistoscope Cards	C.O.	C.O. SUPP. A	U
Record-keeping Materials			
Health Care Information Pamphlets	S.H. N.P.	S.H. N.P.	U
Career Counselling Information Pamphlets	S.H. C.P.	S.H. C.P.	U
Other (specify) Law Society Pamphlets	S.H.	S.H.	U

KEY 1. To meet curricular objectives = C.O.

2. Supplement - Advanced Students = S.A.
   ESL = S.
   Beginner Review = S.B.

3. Self-help = S.H.
   Counsellor Presentation = C.P.
   Nurse Presentation = N.P.

Reaction = Useful = U
Not Useful = N.U.

C. Learning Materials

Mathematics Instruction

Category of Material	Planned Use	Actual Use	Reaction
Instructor produced Modules	C.O.	C.O. S.A. & S.B.	U
Worksheets	C.O. S.A. & S.B.	C.O. S.A. & S.B.	U
Diagnostic Materials - in house - commercial			
Commercial Workbooks	C.O. S.A. & S.B.	S. ESL C.O., S.A., S.B.	U
Commercial labs/kits	S.A. & S.B.	S.A. S.B., S. ESL	U
Text-books	C.O. S.A. & S.B.	C.O. S.A. & S.B.	U
Manuals, texts and other material introduced by students	S.A. S.B. & S.H.	S.A. S.B. & S.H.	U

The only discrepancy between planned and actual use was the additional and unplanned application in some areas. The Laubach system audio tapes are a case in point where they were used as a supplement for ESL students as well as their planned use to meet curriculum objectives.

C. Learning Materials

Writing Instruction

Category of Material	Planned Use	Actual Use	Reaction
Instructor produced Modules	C.O.	C.O. & S.A.	U
Worksheets	C.O.	C.O. & S.A.	U
Diagnostic Materials - in house - commercial			
Commercial Workbooks	C.O.	C.O. & S.A.	U
Commercial labs/kits			
Text-books	C.O.	C.O.	U
Manuals, texts and other material introduced by students			

C. Learning Materials

Reading Instruction

Category of Material	Planned Use	Actual Use	Reaction
Instructor produced Modules	C.O.	C.O. S.A. & S.B.	U.
Worksheets	S.A.	S.A.	U.
Diagnostic Materials - in house - commercial		S.A. S.B. & S.H.	U.
Commercial Workbooks	C.O.	C.O. S.A. S.B.	U.
Commercial labs/kits	C.O. & S.A.	C.O. S.A., S. ESL	U.
Text-books	S.A. S.B.	S.A. S.B., S. ESL	U.
Manuals, texts and other material introduced by students	S.A. S.B., S. ESL	S.A. S.B., S. ESL	U.

OUTREACH: EVALUATION

CURRICULA AND MATERIALS

Part I General comments on utilization of pre-set curricula-materials package in OUTREACH context.

Instructor: Pat Martin

The curricula-materials packages for levels 1 - 3 provided an excellent structural basis for the planning of individualized programs. The curricula are both well-ordered and flexible enough to be utilized effectively on short notice. There is no reason why packages like these could not be used in any situation where individualization is necessary. The diagnostics, formative and cumulative tests are comprehensive and lend themselves readily to the 100% proficiency criterion so important to adult learners.

In the case of curricula in which objectives include considerable practice requirements, it would be helpful to intersperse objectives since prolonged work on any skill can be tedious. When instructors are working with relatively unfamiliar materials it is difficult to provide integrated or alternate exercises without a structured resource. For example: If a student requires extensive word study, it is both theraputic, and stimulating to vary his program with some alternate skill building. The curricula provide excellent objective-materials structures but it is often difficult to leap ahead to a new objective without some disorientation in the objective hierarchy. Therefore, an integrated curriculum would be more efficient for the initial stages of a program such as Outreach.

OUTREACH: EVALUATION

CURRICULA AND MATERIALS

Part II Specific comments on: objectives, objective hierarchy, materials and supplementary materials.

Instructor: Pat Martin

	Level	
Math	_____	Objective(s)_____
Reading/English	II	Objective(s)_____

Comments on:

_____ a) objective or its positioning

__✓__ b) suitability of materials to objective

_____ c) efficacy of materials in A.B.E. Outreach

__✓__ d) supplements introduced

a)

b) Excess materials on particular aspects of word study and other areas covered very well.

c)

d) Troubleshooting (Basic Writing Skills) Herman and Young
L.I.N.C. Skill Development Series Booklets.

Alberta Vocational Centre - Calgary

Adult Basic Education

Outreach Program

Project Evaluation

Personnel Activities Observation Form

Site Observed Adult Learning Centre

Date of Observation February 13, 16, 19 March 19, 1979

Length of Observation Period 9 Hours

Number of Students on Site Variable

Observer's Name Alec Stephen

Statement of Use

This observation form will be used on site in the Adult Learning Centre by the Project Appraisor, A. Stephen. The observation schedule will comprise a minimum of five two-hour visits over a period of two consecutive weeks in February, 1979. The visits will be arranged to accommodate at least two evenings and at least 3 afternoons and to ensure a visit on each of the five weekdays. Also, there will be observation sessions when the nurse and counsellor are present.

There may be some activities which are known to occur but may not be observed by the observer on site. In these instances, the instructor(counsellor, nurse) will be consulted as to their own perception of the frequency and duration of those activities and the data will be identified by an asterisk. (*)

A. Instructor Activities

Planned Activities	Observations		
Working Alone	Frequency Tally	Total	Average Duration
Evaluation of student work			
Filing student materials			
Reshelving learning resources			
Ordering learning resources			
Maintaining log book, attendance, student records, etc.			
Planning instruction			
Revising instructional material			
Formal reporting on students			
Interacting with Students			
Liaison between students and nurse and counsellor			
Orientation and registering of new students			
Greeting students on entry			
Orientating students to learning activities for the day			
Placement testing			
Evaluation of student work			

Interacting with Students (Cont'd)	Observations		
	Frequency Tally	Total	Average Duration
Individualized skill instruction			
Remedial instruction (tutoring)			
Small group instruction			
Group discussion			
Informal Discussion - individually - groups			
Unofficial counselling (role modeling)			
Interacting with Non-Students			
Liaison with the library staff			
Liaison with the project director			
Coordinating instruction with other instructor			
Orientating visiting personnel to the program			
Non-Instructional Activities			
General site housekeeping			
Organizing the coffee area			
Ensuring security of the site			
Additional Actual Activities			
Dealing with disabled students' special needs			

Additional Actual Activities (Cont'd)	Observations		
	Frequency Tally	Total	Average Duration
Answering the telephone			
Media interviews			
Student referrals to other programs			
Locating and distributing learning materials according to student needs			
Introduction of new students to others			
Encouraging student interaction			
Dealing with public behavior not conducive to learning environment			

B. Student Activities

Planned Activities	Observations		
	Frequency Tally	Total	Average Duration
Working individually with print material			
Working individually with kits or labs			
Working individually with Audio Visual material			
Functioning in a discussion group			
Participating in a group lesson			
Being tutored by an instructor			
Working with another student			
Coffee/Smoke break			
Absent from room			
Chatting with someone else			
Having work evaluated			
Waiting for instruction/ evaluation			
Additional Actual Activities			
Locating work file			
Waiting for use of Audio Visual material			
Evaluating own work			
Using tne library facilities			
Expressing desire to see counsellor/nurse			

C. Counsellor Activities

Planned Activities	Observations		
	Frequency Tally	Total	Average Duration
Conducting group "theme" information sessions			
Facilitating group human relations activities			
Group career counselling			
Individual career counselling			
Individual personal counselling			
Liaison with instructors			
Liaison with nurse			
Additional Actual Activities			
Steering coffee break discussions toward counselling topics			
Informal discussions			
- with individuals			
- with small groups			
- with the entire group			

D. Nurse Activities

Planned Activities	Observations		
	Frequency Tally	Total	Average Duration
Conduct group "Theme" sessions on personal health care			
Consult individually with patients with specific concerns			
Liaison with instructors, counsellors, health care personnel			
Additional Actual Activities			
Telephone consultations with students during "off hours"			
Informal chatting with students; especially new ones			

PERSONNEL ACTIVITIES

During the afternoon sessions the average number of students was ten with the ratio of male to female 5 to 15. During the evening sessions the average number of students was 9.5 with the male to female ratio at 17 to 2. Afternoon students attended more regularly and evidenced work patterns that required less immediate help. They worked quietly and more independently than evening session students. Evening session students attended one or two evenings per week and appeared to demand more personal help. This is reflected in the instructor activities where interacting with students claimed 63% of instructor time in the afternoon and 83% of instructor time in the evening.

The pattern of instructor activities varied greatly with different students. One student requested help 17 times in a 90 minute period while another student requested help only twice in a two-hour period. The length of instructor time spent with each student varied from a few seconds to a maximum of 14 minutes.

Reference to table 1 and graphs 1 and 2 will indicate the distribution of instructor and student time.

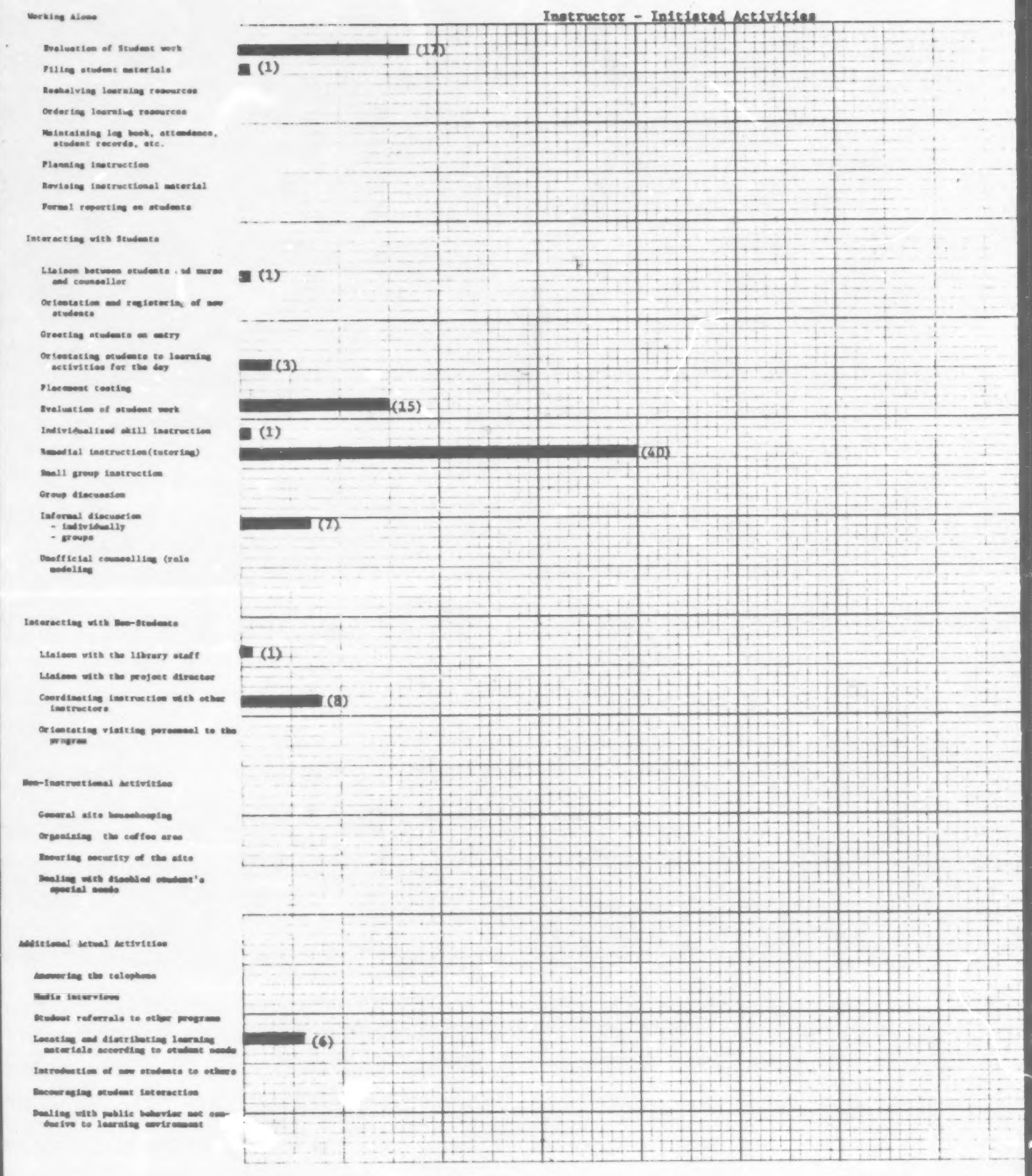
Table 1

Instructor Activities

Activity	Afternoon Session	Evening Session	Average
Working Alone	23%	13%	18%
Interacting with Students	60%	74%	67%
Interacting with Non-Students	14%	4%	9%
Non-Instructional Activities*	0%	0%	0%
Additional Actual Activities	3%	9%	6%

* Assistant on duty to handle these activities.

Counsellor and nurse activities are displayed in graph 3.


Planned Activities
Instructor - Initiated Activities
Working Alone
Evaluation of Student work
Filing student materials
Reshelving learning resources
Ordering learning resources
Maintaining log book, attendance, student records, etc.
Planning instruction
Revising instructional material
Formal reporting on students
Interacting with Students
Liaison between students and nurse and counsellor
Orientation and registering of new students
Greeting students on entry
Orientating students to learning activities for the day
Placement testing
Evaluation of student work
Individualized skill instruction
Remedial instruction(tutoring)
Small group instruction
Group discussion
Informal discussion - individually - groups
Unofficial counselling (role modeling
Interacting with Non-Students
Liaison with the library staff
Liaison with the project director
Coordinating instruction with other instructors
Orientating visiting personnel to the program
Non-Instructional Activities
General site housekeeping
Organizing the coffee area
Ensuring security of the site
Dealing with disabled student's special needs
Additional Actual Activities
Answering the telephone
Media interviews
Student referrals to other programs
Locating and distributing learning materials according to student needs
Introduction of new students to others
Encouraging student interaction
Dealing with public behavior not conducive to learning environment
(17)
(1)
(1)
(3)
(15)
(1)
(40)
(7)
(1)
(8)
(6)
10
20
30
40
50
Percentage

Student - Initiated Activities

Student Activities

PLANNED Activities

Working individually with print material

Working individually with kits or labs

Working individually with Audio Visual materials

Functioning in a discussion group

Participating in a group lesson

Being tutored by an instructor

Working with another student

Coffee/Smoke break

Absent from room

Chatting with someone else

Having work evaluated

Waiting for instruction/evaluation

ADDITIONAL Actual Activities

Locating work file

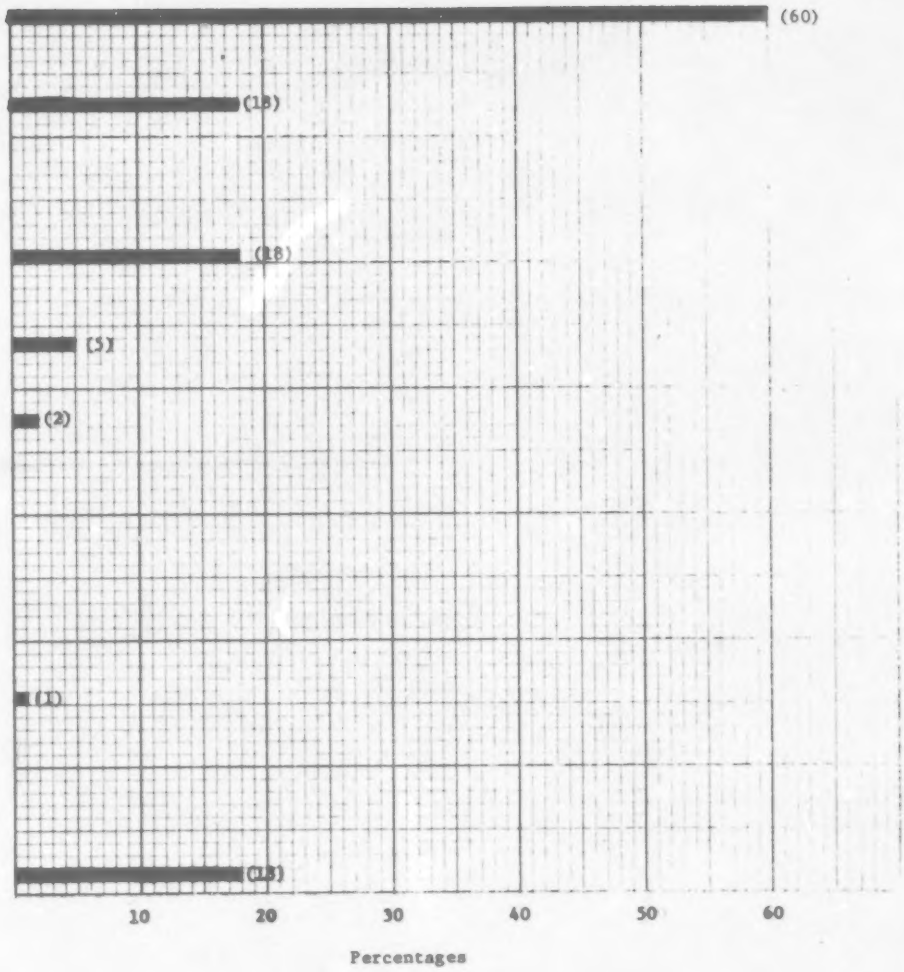
Waiting for use of Audio Visual material

Evaluating own work

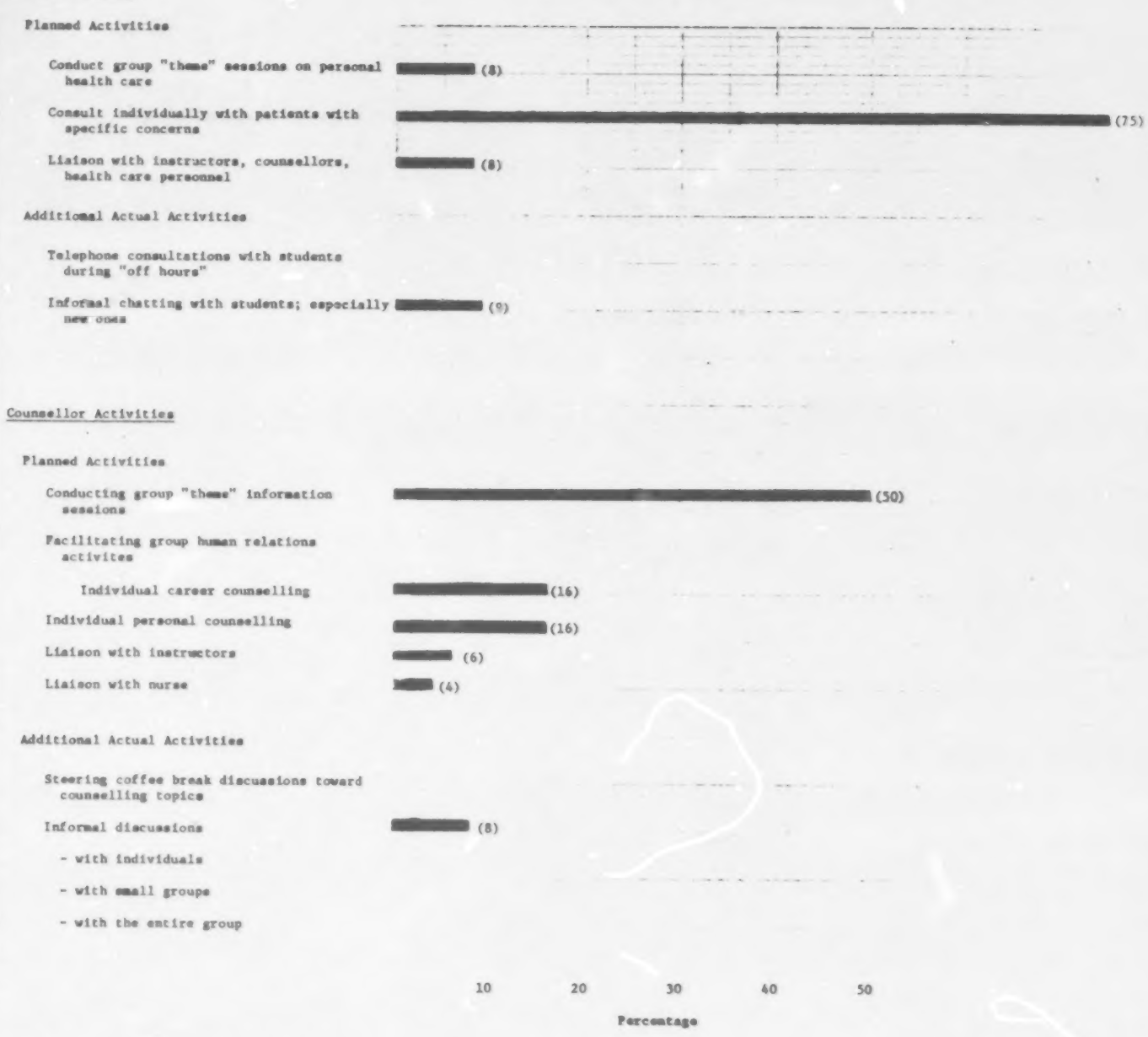
Using the library facilities

Expressing desire to see counsellor/nurse

Working with nurse/counsellor



Nurse and Counsellor Activities



Instructor - Student Interaction in ABE programming

It is felt that the instructor - student interaction constitutes a major influence on the success or failure of an Adult Basic Education program. Further, this influence is deemed greater in an informal, drop-in type of community-based program than it would be in a regular institutional classroom. As well, in the informal setting, student - student interaction begins to exert a greater influence on the learning environment and on the effectiveness of the program. In the interest of investigating the worth of this statement, it is proposed that the attached rating scale be administered in the following manner.

The Project Appraisor will assist the instructors at the Outreach site to complete the rating chart according to their own views as to the relative importance of each activity. Also, a random sample of the students will be asked to complete the chart. The interviewer will of course assist the student with interpretation of the statements.

In order to sample alternate viewpoints, ABE instructors and administrators at AVC will be invited to fill out the rating charts. Perhaps a small sample of AVC regular program students would be able to fill in charts as well.

A third group of instructional personnel will be drawn from Calgary Board of Education Adult Education and University of Calgary ranks. This should provide an independent sampling of opinions from local experts in the field.

Finally a survey of the literature will be undertaken to establish the academic stance on this issue.

The results of this survey of ratings of activities will be analyzed thoroughly with a view to establishing a set of guidelines for future ABE Outreach programs at AVC, Calgary and possibly for use by other institutions. The guidelines would relate physical setting, learning materials, and desirable instructor - student interaction to instructor effectiveness in an ABE program and could be used for instructor hiring, inservice, and orientation.

Adult Basic Education Program

Instructor - Student and Student - Student Interactions

Rating Chart

Name Graphed Results Position _____

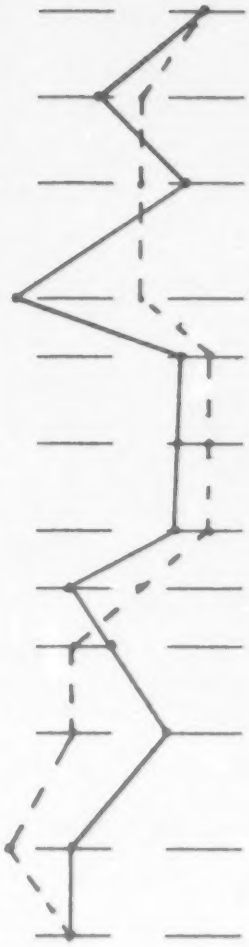
Institution SOLID - General and DOTTED - A.L.C.

The following activities are examples of personal interactions which are deemed to have some contribution to learning effectiveness on the part of the student. You are asked to rate each activity as to your perception of its contribution to learning effectiveness by means of placing a check (✓) at the appropriate point on the scale illustrated below.

Activity	Negative Contribution to Learning		No Effect		Positive Contribution to Learning
. . .	-		0	✓	+

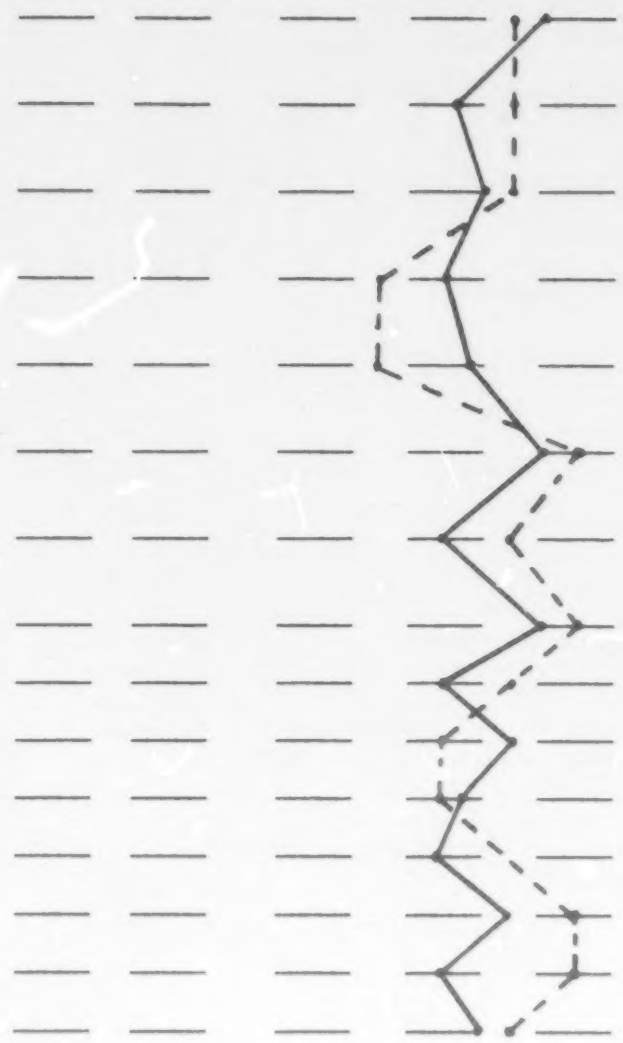
Instructor-initiated Interactions

Activity	-	0	+
Orientation and registering of new students.			
Greeting students as they come in for each session.			
Getting individual students started on the learning activities for the day.			
Placement testing.			
Evaluation of student work in student's presence.			
Instruction of new skills for individuals.			
Remedial tutoring.			
Small group instruction.			
Student referrals to other programs.			
Locating and distributing learning materials according to student needs.			
Introduction of new students to others.			
Encouraging student interaction.			

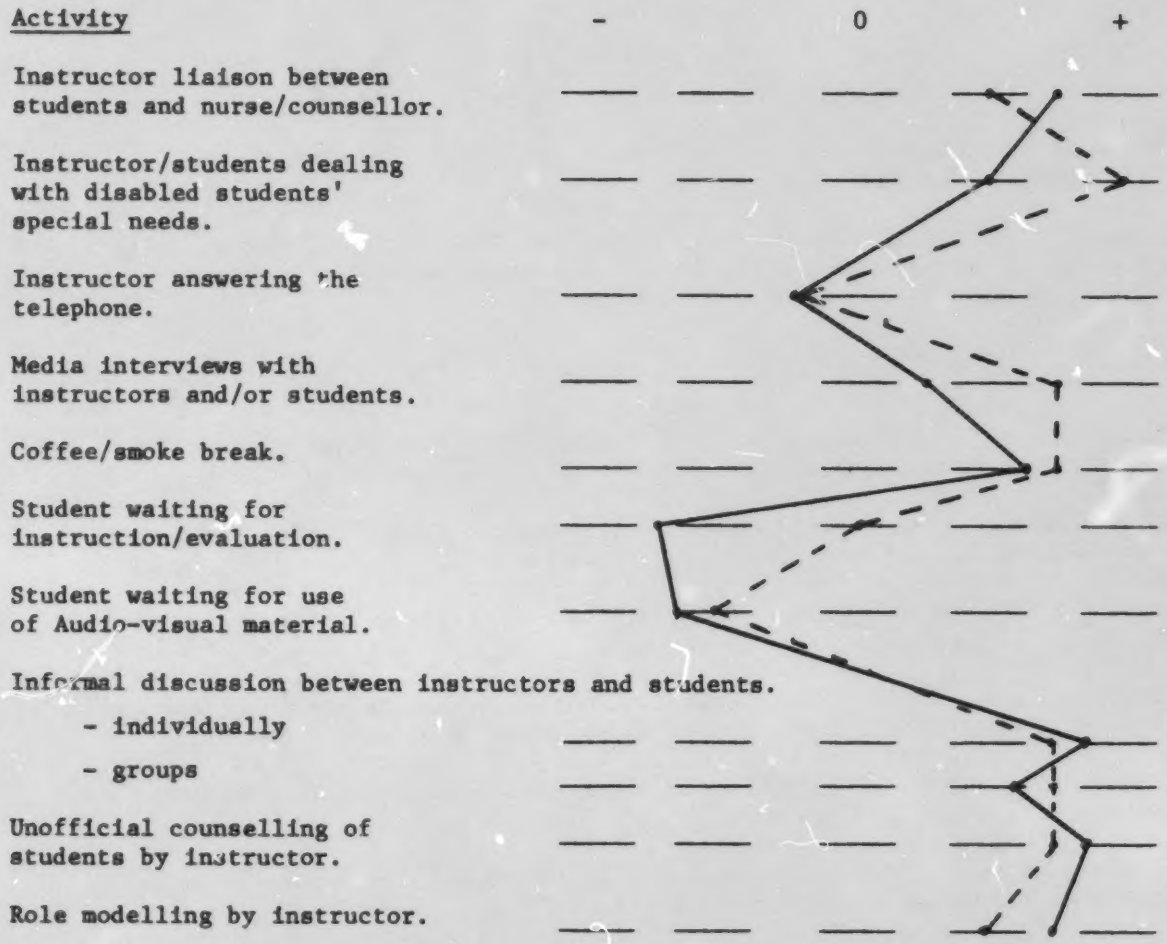


Student-initiated Interactions

Activity	-	0	+
Working individually with print material.			
Working individually with kits or labs.			
Working individually with Audio Visual material.			
Functioning in a discussion group.			
Participating in a group lesson.			
Obtaining remedial tutoring from an instructor.			
Requesting help from another student.			
Assisting another student.			
Chatting with someone else.			
Submitting work for evaluation.			
Locating work file.			
Locating resource material.			
Evaluating his own work.			
Using the library facilities.			
Arranging to see the nurse or counsellor.			



Other Interactions



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ANALYSIS

Physical Setting

The description is very well handled on page 63. Suffice it to say here that students overcame the physical limitations of the site although that is a credit to their motivation rather than to site selection. The proximity to the library facilities proved valuable and, in fact, if the space and noise factors could be improved upon, the site would approach the ideal.

Hardware

The major recommendations here are:

1. At least 5 high quality cassette tape player and headphone sets should be provided to allow for high usage and down time for repairs.
2. If more than one site is to be serviced by the same nurse, then medical equipment would of necessity be limited to that which is conveniently portable.

Software (Learning Materials, Curricula)

The consensus of instructors and evaluators is that the learning package has achieved portability in its present form. Installation of the program would be feasible in almost any location subject to considerations discussed elsewhere in the report. In May 1979, some curricular revision will occur, especially with a view to integration of the program to provide the student with greater variety of activities. Also the materials package will be streamlined to reduce the number of copies of little-used material, augment the supply of highly-utilized resources, and supplement with other material acquired over the year.

Personnel Activities

Table 1, page 79 shows the percentage of instructor time spent in various major activities. It is worth noting that if there were no clerical assistant

on site then the non-instructional activities would have to be picked up by the instructor with a resultant reduction of time available for other activities. As mentioned elsewhere an assistant greatly enhanced the program.

Remedial instruction or tutoring is seen to be the most prevalent instructor activity (40% of time). This is in keeping with the philosophy of individualized instruction for students at the A.L.C. Group lessons are almost nonexistent. Similarly 32% of the time is spent evaluating students' work, about half the time in their presence. Immediate feedback is deemed indispensable in this methodology so this accounts for the on-site evaluation observed.

Graph 2 shows that students spend the majority of their time working individually with print material (60%) or Audio Visual material (18%) and being tutored by the instructor (18%). This follows naturally from the philosophy and methodology of the program and is viewed as one of the keys to the success of the A.L.C. Students are not forced or coerced into public, competitive academic situations and therefore can be comfortable working at their own level.

Counsellor and nurse statements that they spend most of their time in individual consultations is partially corroborated by Graph 3, page 82. The "fudge factor" here is that the observer happened upon an income tax workshop the counsellor was conducting by request rather than a "normal" day.

Instructor-Student Interaction

The rating chart, pages 85, 86, 87, shows general agreement on most activities among the persons surveyed.

The comparison graphed is between the mean opinion and the mean A.L.C. instructor opinion. A search of the literature (bibliography attached) revealed that, where reference could be found, the experts usually were in agree-

ment as well. This analysis will focus on differences of opinion as evidenced by the ratings or the research. Placement testing was rated more negatively in general than by A.L.C. staff. This could be a function of the nature of the testing carried out. The A.L.C. placement activity involves an instructor guiding the student through a quick (10 - 15 minute) curricular pre-test and discussing the results in terms of locating a starting point for learning activities. Expert opinion concedes that although placement tests are necessary, a long standardized test can be threatening to the student (Weisgerber, 1971).

Locating and distributing learning materials was viewed by A.L.C. staff to be more negative because it is very time-consuming when each student is using different materials and tends to reduce time available for actual instruction and evaluation. It is here that an assistant proves valuable.

Discussion groups and group lessons were rated more negatively by A.L.C. staff because group participation tends to be threatening to an A.B.E. student returning to the learning environment. Research reveals that several authors feel strongly that group instruction plays an important part in an individualized program. (Weisgerber, 1971; Tippet and Davison, 1976; Wolfson, 1972).

Evaluating his own work is very important for the student's learning according to the A.L.C. staff rating. It speeds progress through programmed material and is a time when the student can identify the skills needed to progress towards his goal. (Lewis, 1971). Use of the library facilities naturally received a high rating from A.L.C. staff because of physical proximity and a high use rate.

Dealing with the needs of disabled students' special needs was rated very positively by A.L.C. staff because of the social skills developed by students

into the situation.

Media interviews have been a positive learning experience at the A.L.C. because of the heightened self-awareness and bolstered self-concept of the students involved.

Recommendations arising from this analysis will be included in the overall recommendation section beginning on page 98.

3.0 GAINS OF THE LEARNING PROCESS

In December, 1978, the instructors completed detailed reports on the students in attendance at the Centre using the form in Appendix 6 . The results are shown in the frequency table on page 47. Of the students still in attendance and for whom sufficient information was available, all were making satisfactory or excellent progress. Copies of the actual reports are on file at the A.L.C. for perusal by interested educators.

Any of the students who were referred from A.V.C. student services and returned later to AVC for testing have scored at least 2 grade levels higher in reading and math (Tests of Adult Basic Education). One student improved over 3 grade levels in reading in 4 months.

Social gains have also been evident according to instructor observation of improved, positive student interaction. Daily feedback from students concerning their own social growth and healthier self-concept has been encouraging e.g. "I feel so much better now about talking to my sister". There are numerous occurences of outside positive feedback from family and friends e.g. "My husband would never write a cheque before because he was afraid he would make a mistake".

It seems certain that the statement can be made that positive gains in the learning process did indeed occur in most students.

4.0 EMPLOYMENT RELATED ISSUES

The information on which the following comments are based came from interviews with instructors, counsellors, and students. Time constraints prevented interviewing of employers.

4.1 Ability to look for jobs

Several of the students were referred to the Creative Job Search program at Canada Manpower. Some students requested help in preparing resumes to enhance their chances of employment. Through success in the Outreach program, the students developed a better self-concept which makes the job search easier. In one case, a student got a job the day after a supportive interview with the counsellor. Was this just coincidence?

4.2 Awareness of sources of employment help

The counselling service on site made students aware of such sources of help as Employment Opportunities Development workers and the Creative Job Search program. Even such an obvious source as the Calgary Herald was being overlooked by many students (of course, some of them couldn't read well enough).

4.3 Relationship with peers

The coffee break time and other casual conversational periods are major contributors to positive relationships. According to the instructors, the students themselves often comment that they are comfortable working together. Also support for another student's learning efforts is often demonstrated. At Christmas, the afternoon group and the evening group collaborated on the planning of a party at the site complete with gifts and speeches for the instructors.

4.4 Intention to better employment status

One student is in the program specifically to retrain for career change necessitated by medical problems. Another attended while on Workers Compensation "to make good use of his time". Many students wish to enter apprenticeship programs and further short courses to improve employment prospects. From the career counselling point of view this could be one of the most important rationales for the existence of Outreach centres.

In summary, it would appear that the returns to society in terms of increased employment opportunity for students at the Centre are considerable even though directly related hard data is difficult to collect.

5.0 FURTHER EDUCATION ISSUES

5.1 Number of students seeking further education

The career counsellor estimates that of the students who have been in the program for some time, fully 2/3 are actively seeking further education of some sort.

5.2 Student awareness of opportunities

Initial interviews with students indicated that many were almost totally unaware of the educational opportunities available to someone at their ability level. However a large proportion of those who subsequently went to counselling interviews inquired about continuing education opportunities and were made aware of the skills training available at A.V.C., Southern Alberta Institute of Technology and Mount Royal College and the academic programs at AVC and Calgary Board of Education Continuing Education division.

5.3 Student awareness of abilities

Students often are not aware of their abilities on entry to the program or they seriously downplay them. Conversely, a declared grade level achievement can give a false sense of security since most students are operating below that level for a variety of reasons.

PREVIOUS EDUCATION

	Adult Learning Centre	1 (0-3)	2 (4-6)	3 (7-9)	4 (10+)
Program Entry	1 (0-3)	2%	0	16%	4%
	2 (4-6)	2%	0	29%	18%
	3 (7-9)	0	7%	18%	4%

As can be seen from this table, 71% of the students placed into the program at the A.L.C. were functioning below their declared grade level. In view of this, it is easy to see why students can have unrealistic expectations as to personal goals. However, rather than impose too much reality too soon, it is better to let the student gain a realistic view of his abilities through experience in the adult learning situation. The experience at the Adult Learning Centre is that most of the students in attendance have reached a maturity level which enables them to set realistic goals once they have sufficient information on their abilities to support a decision.

5.4 Perceptions of the evaluators of improved opportunities for students

This point is closely related to issues raised in section 4 on employment opportunities in that the very fact that the student is in a positive learning environment which enhances his self-concept predisposes him to take advantage of further education opportunities. Further, educational institutions

in Calgary and the Apprenticeship Board give recognition to the academic worth of the Outreach program and accept instructor statements as to student achievement, progress, and motivation. Thus it can be seen that in fact there are improved educational opportunities for students enrolled in the program.

5.5 Activities identified as having started after entry to the program

Activities begun include:

a) handling own banking activities e.g. bill consolidation, cheque writing
b) using public library for recreational reading
c) enrolling in continuing education business courses e.g. typing
d) assisting children with homework
e) investigating continuing education high school credit courses
f) investigating writing the apprenticeship entry exam
g) embarking on a nutrition and exercise program

6.0 LIFE STYLE ISSUES

Many of the life style changes that have been observed are discussed thoroughly elsewhere in this report. I refer you specifically to evaluation sections 4 and 5 and to the chapter entitled "From an Instructor's Viewpoint" which discusses student involvement in a humanistic fashion. One example of a life style change would be an exhibited shift in the level of responsibility of the student. Some of these changes observed are:

a) Students are able to work through distractions inherent in the site; they often complained at first.
b) In busy times when the instructor is unable to attend to their needs immediately, students will now begin other work while waiting.
c) Students now often request homework and return on time with it completed.
d) Realizing their social obligation to the rest of the group, students phone in when they can't get to class.
e) Often increased support from home for their efforts spurred students on to greater achievement.

f) The attendance and drop-out data (Sections 1.6 and 1.7) show that students are responsible in this area.

It is believed that many of these factors will have a "spillover" effect on the students' private lives and behaviour in the workplace.

RECOMMENDATIONS

Program Development

The Program Development Team approach is valuable to the institution and to the quality of the resultant program.

A systems approach to program development utilizing predetermined timelines, sequenced activities, and definite reporting dates keeps the team abreast of activities and helps to prevent delays and omissions in the process.

It is most important to perform a detailed community needs assessment prior to deciding on a location for the new program in order to maximize the chance of success and to best serve the target population.

Program Structure

The instructional stance must be tutorial, individualized, and self-paced in order to allay the fears of "keeping up" that haunt the adult learner.

The informal atmosphere is very important to the older adult returning to the learning environment.

The student should be "eased" into the full instructional program in order to reduce the threat factor and to ensure the educational activities are aligned with his immediate and long-term goals.

There should be allowance made for learners to pursue specific goals rather than just "take a course".

In an ABE Outreach program, maximum effort is to be directed towards bolstering the student's self-concept as many academic, employment, and positive life style gains can result from a healthier self-concept.

Because of the tremendous instructional and record-keeping load on the instructors, a detailed curriculum guide and learning resources package is essential to success.

The number of students should be kept at about 10 per instructor in order to retain the personalized nature of the instruction.

Staff Selection

Staff selection must be carried out with great care as Outreach instructors operate without supervision the great majority of the time. The ideal instructor is self-motivated, empathetic to the special needs of the adult learner, and well-experienced in individualized instruction.

An initial Orientation period on site without students is essential for the staff to familiarize themselves with the program.

Because of the diverse characteristics of the students dropping in to the program, an instructor with some experience in identifying the presence of a learning disability would be an asset.

Student Recruitment

All forms of the media should be utilized when student recruitment takes place. Although radio and television are obviously more effective (though costly), a surprising number of non-readers are reached through the print media via friends and relatives.

It is essential to set up a communications and referral network through community agencies and educational institutions.

Once open, the successful program will be besieged by friends and relatives of students who want to enrol. Allow for this phenomenon if the program is to be "drop-in".

The drop-in aspect is enhanced if an "institutional" type of location is avoided when choosing an Outreach site.

The Outreach Process

The hours of operation should include day and evening periods and attendance policy must be flexible in order to allow the adult to fit the program into his existing life style.

For an urban ABE Outreach site, public transit access and available parking at the site are both very important to the students.

Regular visits from supervisory personnel (weekly if possible), inservice activities with regular program staff, and good communication links are necessary to prevent an sense of isolation in Outreach staff.

Learning resources supplementation and equipment maintenance must receive immediate attention if long turnaround times are to be avoided.

The weekly visits of the counsellor and nurse are deemed an integral part of the Outreach ABE program providing full service to the adult learner.

APPENDIX 1

PROJECT TIMELINE

AND

REPORTING SCHEDULE

Project Responsibility Table

Figure 2a

Stage 1 - Reconnaissance

Time Period - October 1977 - December 1977
January 3 - 6, 1978

Perform - P
Consult - C
Approve - A

Activity No.	Activity Description	Completion Date	Project Development Team										
			Project Director	Project Appraiser	Centre Supervisor	Assistant Centre Supervisor	Director of Continuing Education	Vocational Preparatory Instructor Supervisor	Senior Instructor - Adult Basic Education	Vocational Counsellor	Testing/Research Specialist	Learning Resources	Director of Finance
101	Annotated Bibliography - A.V.C. materials	October 28	P									C	
102	Statement of the problem	November 10	P			C	C						
103	Outline of our solution	November 10	P			C	C						
104	Project Development Team organized	November 18	P	C	A	A	C						
105	General curricular outline	November 23	P			C	P	C					
106	Staffing requirements identified	November 25				P							
107	Orientation package described	November 25	P	C		C	C	C					
108	Hardware and software budget prepared	November 30	C			A						P	
109	Contact with outside agencies made	November 30	P				P						
110	Organization of field test described	December 7	P	C							C		
111	Evaluation procedure outlined	December 7	P	C							C		
112	Student profile created from our records	December 12	C								P		P
113	Total budget established	December 16	C	C	A	C							P
114	Final draft of the proposal ready	December 23	P	C	A	C	C	C					
115	Proposal submitted to Dr. D. E. Berghofer	January 6			P								

Project Responsibility Table

Figure 2b

Stage 2 - Development

Time Period - January 1978 - June 1978

Perform - P
Consult - C
Approve - A

Activity No.	Activity Description	Completion Date	Project Development Team										
			Project Director	Project Appraiser	Centre Supervisor	Assistant Centre Supervisor	Director of Continuing Education	Vocational Preparatory Instructor Supervisor	Senior Instructor - Adult Basic Education	Vocational Counsellor	Testing/Research Specialist	Learning Resources	Director of Finance
201	Annotated Bibliography - supplement issued	January 20	P									C	
202	Curriculum model developed	February 17	P				P	C					
203	Coordination with other programmes completed	February 24	P			A	C	C	C	C			
204	Project approved and funded	March 31	C		C	C	C	C					
205	Curricular material developed	May 15	C	C		A	C	C	P				
206	Learning materials collected and ordered	May 31	C		A							P	
207	Outreach site identified and arranged	May 31	P	C	A		C				C		C
208	Field test designed	May 31	P	C							C		
209	Budget detailed	May 31	C		A								P
210	Field test completed	June 9	P										
211	Revisions due to field test completed	June 16	P	C		A	A	A			C		
212	Staff orientation package completed	June 30	P			C							
213	Staffing completed	June 30	C			P	C						
214	Prospective students identified	June 30	P							C	C		

Project Responsibility Table

Figure 2c

Stage 3 - Implementation

Time Period- August 1978 - December 1978

Perform - P

Consult - C

Approve - A

Activity No.	Activity Description	Completion Date	Project Development Team										
			Project Director	Project Appraiser	Centre Supervisor	Assistant Centre Supervisor	Director of Continuing Education	Vocational Preparatory Instructor Supervisor	Senior Instructor - Adult Basic Education	Vocational Counsellor	Testing/Research Specialist	Learning Resources	Director of Finance
301	Staff orientation completed	August 31	P			C							
302	Outreach site open to staff and supplied	September 5	P		A							P	
303	Two-week advertising campaign concluded	September 9	P										C
304	Outreach site open to students	September 11	P		A								
305	Student enrolment and progress monitored	Ongoing to December 15	P	C		C	C	C		C	C		
306	Formative evaluation undertaken	Ongoing to December 15	P	C		C	C	C		C	C		

Project Responsibility Table

Figure 2d

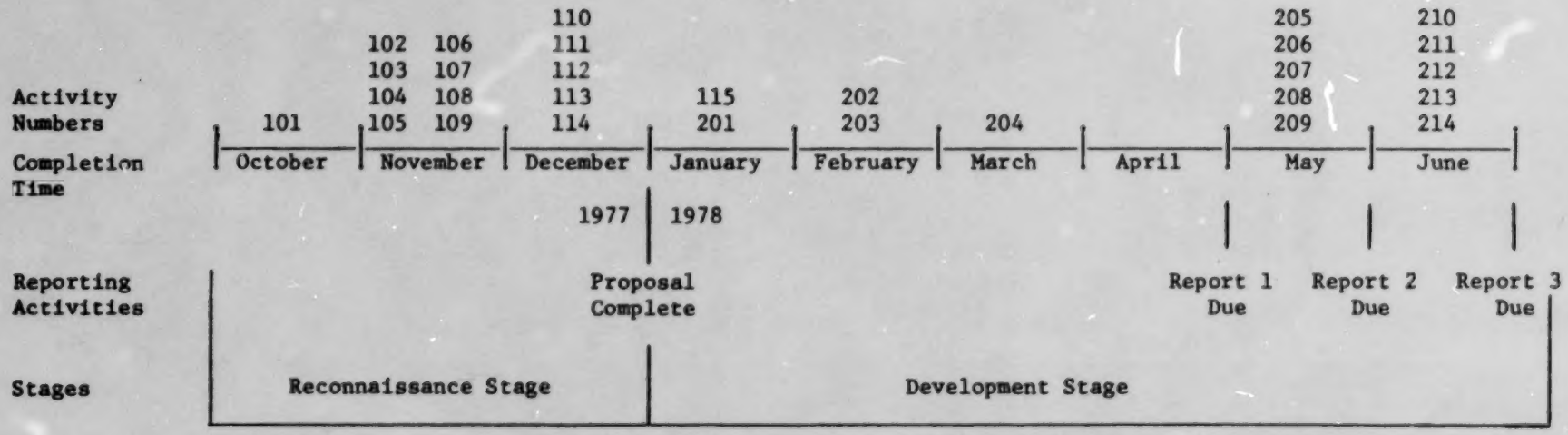
Stage 4 - Dissemination

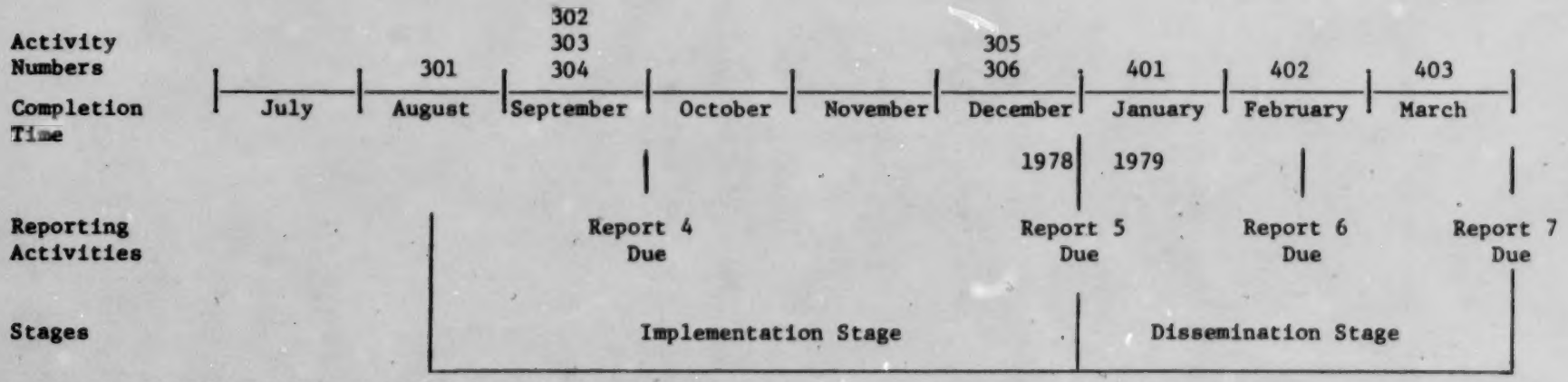
Time Period - January 1979 - March 1979

Perform - P
Consult - C
Approve - A

Activity No.	Activity Description	Completion Date	Project Development Team										
			Project Director	Project Appraiser	Centre Supervisor	Assistant Centre Supervisor	Director of Continuing Education	Vocational Preparatory Instructor Supervisor	Senior Instructor - Adult Basic Education	Vocational Counsellor	Testing/Research Specialist	Learning Resources	Director of Finance
401	Summative evaluation completed	January 31	P	C	A	C	C	C	C	C	C		
402	Report submitted with recommendations	February 16	C	C	P	C	C	C	C	C	C		
403	Dissemination of results in progress	March 30	P	C	A	P	P						

Figure 3 - Outreach Project Timeline





Report 1 - Verbal Report of Evaluation Meeting Results
Report 2 - Meeting with Learning Systems Personnel
Report 3 - Written Report
Report 4 - Verbal Report of Enrolment
Report 5 - Evaluation Report
Report 6 - Seminar
Report 7 - Final Report (Bound for Library)

Reporting Timeline

The reporting procedures as indicated on page 27 of the proposal have been adjusted as follows:

Report #1: Due April 28, 1978 rather than March 31, 1978. This will be a verbal report of the results of the evaluation meeting on April 21 and will be accompanied by a formal statement of evaluation intent and procedures for the project.

Report #2: This will consist of a meeting of the Project Director and personnel from Learning Systems concerning development progress to date.

Report #3: This will be a formal written report of progress as it marks the end of the development stage.

Report #4: This will be a verbal report concerning the enrolment in the program and other pertinent details. Enrolment must meet Further Education guidelines or the project will be terminated at this point.

Report #5: The formal written evaluation report will be submitted by the evaluation committee as the summation of the implementation stage.

Report #6: This will take the form of a seminar involving project personnel and interested personnel from other institutions, AACE, and various Advanced Education and Manpower departments.

Report #7: This will be the official bound report to be made available in Advanced Education and Manpower library.

PROJECT PROGRESS REPORTS - ACTUAL

Number 1 - This was completed as intended and took the form of Appendix 5. An Evaluation Module which is included in this final report as Appendix 7.

Number 2 - Again this report was, according to plan, a meeting with Dr. M.G. Massey-Hicks and Dr. D.H. Crawford. The focus of the report was on site selection criteria and the development of curricula and acquisition of learning materials.

Number 3 - A formal written report was not submitted at this point. Instead telephone communication was maintained with Learning Systems re final site selection, curriculum package, and staffing.

Number 4 - Dr. D.H. Crawford and his assistant observed at the Outreach site in September, 1978 and engaged staff in appropriate discussion as to the progress of the program. A written report was then submitted (attached).

Number 5 - A formal written evaluation report was not submitted in December as originally planned. Instead the Project Director met with Dr. G. Babcock, Professional Assistant, Learning Systems to go over in detail the formative analysis of a great deal of data gathered during the implementation stage.

Number 6 - The following dissemination activities are to constitute progress report #6 as agreed previously.

1. Articles have been submitted for publication to:
   a) "Literacy", the Movement for Canadian Literacy newsletter
   b) the newsletter of the Alberta chapter of the National Reading Association
   c) the Journal of the Alberta Association for Continuing Education
2. An article will be submitted to College Canada, the ACCC newsletter, with Pat Martin as co-author.
3. It is expected that Alec Stephen and I will co-author one or more articles on the evaluation of the project.
4. I am scheduled to make presentations at the following conferences:
   a) The Edmonton Public Library workshop "Adult Literacy: The Problem and Some Solutions", April 4, 1979. Contact Mary Norton at Woodcroft Public Library for details concerning the intended audience.

b) The ABE/BJRT conference at Red Deer Lodge, Red Deer, April 20, 21, 1979. The target audience is practitioners and administrators in the field of adult basic education throughout Alberta. This includes institutional personnel as well as those involved with Further Education Councils with an interest in adult literacy. Registration will be $20.00 including two meals. Contact me for details.

c) The AACE conference in Jasper, May 16, 17 and 18, 1979. The workshop presentation here will include information about setting up a volunteer tutor program as well. The target audience for this conference is all those involved in any aspect of adult continuing education in Alberta. Contact Donna Church, Continuing Education, S.A.I.T., for details.

5. A seminar for interested AVC, Calgary staff was held March 2, 1979. The focus was on evaluation activities.

Number 7 - Official report. A brief summary will also be made available.

APPENDIX 2

A GUIDELINE FOR WRITING

CURRICULUM UNITS

A GUIDELINE FOR WRITING CURRICULUM UNITS

Developed by Owen G. Snider, Alberta Vocational Centre - Calgary

This guideline has been developed for the use of content specialists in writing units for a curriculum package. It is hoped that each subject area curriculum will embody a similar structure in order that all components of the curriculum package will be standard in format. This would be of obvious benefit in their use by various instructors in the program. The author recognizes, however, that adaptations are necessary for specific subject matter.

This guide for constructing curricula will present the components of the desired format and, where deemed necessary, describe the component and its application and provide the necessary rationale for its inclusion in the structure.

Title Page

The purpose of the title page is to identify the contents of the curriculum unit and should include the following:

Name of the institution
Name of the course
Level of the subject matter
Author's name
Publication date

For an example, see Attachment #1 (Zenger and Zenger, 1973).

Table of Contents

This lists the major headings of the unit.

Aim

This section is a statement of the overall objective of the program. It must state the general way in which the student will be changed by the program and must focus precisely on the main intent. It should be stated concisely yet comprehensively, encompassing all the main intended outcomes in simple language. (Pratt, 1974)

Rationale

You as an author of curricula must justify the existence of this unit in terms of a perceived need, its educational niche, and the instructional orientation adopted. The value of this curriculum unit in the overall scheme of education must be established here. (Eisner & Vallance, 1974)

Target Population

It is important here to describe in demographic terms the characteristics of the segment of the population for which the unit has been designed. Include such things as age, social status, educational background, possible goals of participants, etc. This discussion will give instructors a better picture of why the curriculum writer has adopted a particular pedagogical stance and content sequence. (Pratt, 1974)

Institutional Context

This constitutes a description of where this unit fits into the overall

learning experiences designed for or available to the prospective students. It is most helpful in liaison with other programs and in referring to other learning experiences for orientation purposes (staff & students).

Recruitment

A brief description of how students will be informed of and admitted into the program is all that is necessary here. The value of this section to the instructor and/or program coordinator is clear.

Prerequisites

A complete discussion of the knowledge and skills a student must posess in order to cope with the content of the unit is necessary here. It will help to avert a possible source of frustration to students and instructors and also contribute to the placement of this unit in the hierarchy of learning in the total program. (Pratt, 1974)

General Objectives

The overall aim of the unit is subdivided here into a series of learning objectives. These are major objectives which will each represent a reasonably self-contained mini-unit of content material and skills development. Each of these objectives will be further subdivided into specific learning objectives with accompanying curricular detail as outlined in Attachment #2. Preferably these objectives will be sequenced in an ascending hierarchy of

learning difficulty in order to facilitate placement and monitoring progress of students within the unit. Try to avoid creating a large number of general objectives; if you have 15 - 20, then probably either your entire unit is too large for convenient handling or you are including specific objectives at this level. (Drumheller, 1971)

Placement

The system of pre-tests, interviews, standardized tests, etc. utilized for the purpose of placing a student on the continuum of learning experiences and subsequently designing his instructional program must be described thoroughly here. This is necessary in order that there be consistency among various instructors with respect to placement of new students. Wherever possible, these placement activities should be appended to the main body of the curriculum.

Evaluation System

The series of pretests, progress checks, remediation, and posttests used in formative and summative evaluations should be described in detail here and, if possible, samples included in an appendix. A record-keeping system for purposes of monitoring progress and formulating evaluation should be outlined here for the convenience of the user of the curriculum guide.

Grading and Reporting Procedures

This section describes and rationalizes the grading and reporting pro-

cedures to be used for students in the program. The grading system might be pass/fail, mastery learning, skills checklist, letter grades on a norm-referenced basis, or some combination unique to this unit. Whatever the system, it msut be clearly identified, supported and accepted before the content development begins as the method of grading can affect other areas of the curriculum such as evaluation & reporting. (We prefer competency-based progress)

In the area of reporting, not only must the format of the report be established but also to whom it is to be addressed. Perhaps a formal report to the student will not be deemed necessary. What is important is that there be feedback to the student on his progress and achievements. (Pratt, 1974)

Time Period and Schedule

This means to identify the duration of the course and to schedule the major objectives according to sequence and duration. However in an indiviualized program, by definition, this is a highly improbable task.

Major Resources

This requires a sort of bibliography of resources required to carry on the program. Refer to each item in detail with respect to description, quantity required, and source of availability. These resources will be referred to after each relevant specific objective in the body of the curriculum.

Personnel and Inservice Training

The author of the curriculum unit should explain here the substance of any orientation and inservice required for the instructor new to the learning package.

Budget

Include here approximate costs of supplies and resources required to operate the program. Hardware requirements should be itemized and you may wish to include cost of facilities and instructor salaries.

Program Evaluation

This is an outline of criteria to be assessed in order to determine the degree of success of the program. Please be sure to include instructions as to steps to be taken if the program fails to meet one or more of the criteria established.

Glossary

Any vocabulary or jargon critical to the understanding of the curriculum guide must be defined in lay terms here.

Appendices

These will contain copies of reports, tests, record sheets, etc., that are important to the smooth functioning of the curriculum.

Attachment #1 Title Page

Techniques in Basket Weaving (name of course)

A course for beginners in this ancient art form (level of the subject matter)

I.M.A. Navajo (Author's name)
Alberta Vocational Centre (Institutional name)
Calgary, Alberta

March, 1978 (Publication Date)

Curriculum Structure

Attachment #2a

Explanation & Support of Terms Used

Specific Objectives

This is a subdivision of a major objective in the curriculum. A good summary of criteria for specific educational objectives is as follows:

Criteria for Educational Objectives

Educational objectives should be:

1. Learner oriented (Does the objective describe some way in which the learner will be changed as a result of the program?)
2. Precisely defined (Is the objective stated sufficiently exactly and unambiguously that different people interpret it in the same way?)
3. Functional (Personally functional: will realization of the objective produce some net gain for the students in terms of their immediate or future well-being? Socially functional: will realization of the objective produce some net gain for society?)
4. Significant (Is the objective more significant than those objectives omitted from the curriculum?)
5. Feasible (Is there evidence that this objective can be realized through a good school program? If not, are there sufficient grounds for the objective to be considered plausible?)
6. Non-redundant (Is this objective realized better in this curriculum than elsewhere in or outside the school?)
7. Appropriate (Is the objective appropriate to the abilities, background, interests, needs, and personalities of the students and teachers? Is it appropriate to the social setting and to this particular school subject?)

8. Sufficient (Do the objectives of the curriculum collectively identify all the critical intended outcomes of the curriculum?) (Pratt, 1974)

Exactly Stated Educational Objectives

1. Guide the curriculum designer in developing an effective curriculum.
2. Gudie the teacher in creating appropriate learning experiences.
3. Inform the students, in advance, exactly what they are expected to learn.
4. Provide a means to evaluate the success of a program. (Pratt, 1974)

The above extract outlines some of the reasons why objectives need to be stated in precise, unambiguous terms. It cannot be over-emphasized that the setting of correctly defined educational objectives is crucial to the development of a valid curriculum.

Class of objective

In a classic work, Bloom identified several types or classes of learning experiences. These are summarized below. page D In our curriculum, we wish to indicate the class of each specific objective with a K (Knowledge), S (Skill), or A (Attitude). (Pratt, 1974) (Drumheller, 1971)

Relative Importance

Here we recog.ize the fact that all objectives are not of equal importance in the assessment of a student's success in the program. Indications of relative importance will be as follows: page E

All education and training aims at changing or developing states in the learner. Both education and training aim at developing the identity of the learner by changing or inculcating any or all of the four basic kinds of enduring state which constitute human identity: knowledge states, ability states, physiological states, and dispositional states. Only education can also have as its primary aim the provision of transient states, or experiences. Neither education nor training aims directly at developing behaviours, but only at behaviours as the manifestation of internal states.

A. ENDURING STATES

1. Knowledge states.

i. Knowledge of specific facts (e.g. that London is the capital of England)
ii. Understanding of relationships among specific facts (e.g. of the effect of economic stress on intergroup relations).

2. Ability states or skills

Skills are based on knowledge, but have additional requirements in terms of speed and/or accuracy which are the result of training. (A quality which requires practice for successful performance is a skill.)*

i. Mental skills include recognition, discrimination, analysis, problem-solving, etc.
ii. Sensorimotor skills relate integrally to mental, sensory, and motor aspects of functioning, and require both mental and physical training (e.g., speech, reading, writing)
iii. Sensory skills require training of the senses: visual, auditory, olfactory, gustatory, tactile, and kinesthetic.
iv. Motor skills: a) manipulation using small muscle groups (e.g., tying shoelaces, typing); b) gross motor skills employing large muscles (e.g., running, swimming).
v. Social skills are used in relating to other people and employ most of the other kinds of skill (e.g., conversation, group leadership, parenthood).

3. Physiological states

Certain physiological attributes, such as strength, endurance, fitness, weight, etc. can be altered by training.

4. Dispositional states (Attitudes)

The way in which people react affectively to external stimuli is hypothesized often to be a reflection of an enduring disposition or attitude. Other terms popularly used more or less synonymously are: tendencies, motivations, interests, predispositions, values. Unlike knowledge, dispositions cannot be imparted, because they are intrinsically originated, but, like skills, they can be developed.

B. TRANSIENT STATES OR EXPERIENCES

Unlike the other kinds of objective, experiential objectives describe not some change accruing to the student as a result of a program, but some significant (and hence educative) experience he will have during the program, which is provided primarily because it is intrinsically valuable (i.e., actually is enjoyable, interesting, satisfying, etc. to the student). Experiential objectives may influence subsequent student behavior predictably; or they may not influence student behavior in any single or limited number of reliably predictable ways (e.g., student visits the zoo, acts in a play, tours Europe). An objective is experiential only if it is the transient experience itself which is the object, rather than the long-term effects of the experience.

tt, 1974)

Critical (C)

This term indicates an objective that must be mastered if a student is to receive credit for having completed the course. Failing to achieve mastery of even one of these will result in remediation for that portion of the course.

Important (I)

This term applies to an objective that a student must master if he is to be considered fully in command of the subject matter of the course. A student who achieves mastery of all critical and important objectives will be considered to have done well on the course and proficiency will be assumed.

Desirable (D)

Objectives classed as desirable describe learning experiences which could be considered to be enrichment activities. They are not necessary for proficiency in the course but achievement of these objectives would be typical of a student who excelled in his work.

Teaching Points

Each objective will represent a number of concepts or content items which must be taught in order that a student be able to achieve mastery of that particular objective. As many of these points as is practical should listed here.

Teaching Strategies

Perhaps this concept is synonymous with "methodology". What is required here is a mention of the teaching strategies which would most likely be beneficial in assisting students to achieve the objective. Abbreviations are appropriate provided that a legend is included.

Resources

Reference should be made here to resources valuable in the achievement of this objective.

Evaluation Criteria

There should be an evaluation criterion or technique associated with each objective, teaching point, or group of objectives. This evaluation must be designed for that objective but may be one of a great variety of types e.g. assignment, test project, work sheet, essay, story, oral discussion, etc. Evaluation must be competency - based as this is to be an individualized program with students progressing as they master each objective.

Pretests and posttests should be designed for each major objective in order to identify the student's needs and establish his mastery of that section. Testing and daily work evaluation within a major objective will identify need for remediation.

OBSERVATIONS ON A COMPETENCY-BASED PROGRAM

1. IT IS POSSIBLE TO OPERATE A COMPETENCY-BASED PROGRAM WITHIN A CONVENTIONAL INSTITUTION.
2. ADDITIONAL FUNDS OR MATERIAL RESOURCES ARE NOT INDISPENSIBLE.
3. STUDENT REACTIONS TO THE PROGRAM VARY WIDELY BUT ARE GENERALLY FAVOURABLE.
4. STUDENTS TEND TO WORK FOR THE HIGHEST CATEGORY OF GRADE.
5. STUDENTS PREFER A GRADING SYSTEM WHICH GIVES CREDIT FOR EXCELLENCE.
6. STUDENTS SPREAD WORK ACROSS THE TIME AVAILABLE.
7. THE AMOUNT OF TIME NEEDED FOR INSTRUCTION DECREASES.
8. THE AMOUNT OF TIME NEEDED FOR EVALUATION INCREASES.
9. EXACT AND EXHAUSTIVE DEFINITION OF COMPETENCES, PERFORMANCE CRITERIA, AND REQUIRED STANDARDS IS CRITICAL.
10. THE RATIONALE FOR EACH COMPETENCE SHOULD BE MADE PUBLIC.
11. IN PROFESSIONAL TRAINING PROGRAMS, THE INSTRUCTOR NEEDS TO RESERVE A GENERAL POWER OF VETO.
12. TEACHING A COMPETENCY-BASED PROGRAM IS MORE, RATHER THAN LESS CHALLENGING THAN TEACHING A CONVENTIONAL PROGRAM.

From: D. Pratt, "A competency-based program for training teachers of history." Work in progress.

Principles for Selecting Curriculum Content

A. General Principles

1. Effectiveness. There should be logical or empirical evidence that the content will be effective in achieving the objectives.

2. Efficiency. The content should achieve the objectives at least as effectively as alternative content with the same or less expenditure of time, energy and/or cost.

3. Appropriateness. The content should be directly rather than indirectly related to the objectives. Generally related and unrelated content should be omitted.

4. Legitimacy. The content should be free of unethical elements (e.g., racially biased textbooks, indoctrinational teaching techniques.)

5. Acceptability. The content must be acceptable to students, teachers, administrators, and political authorities.

6. Flexibility. Wherever possible, alternative learning routes to the objectives should be provided, to give students and teachers control of the learning experience according to their preferred style.

7. Teachability. The content must be within the actual or potential competence of the teachers.

B. Principles from Behavioral Psychology

8. For as much of the time as possible, the learner should be actively involved in the practice of actions relevant to the objectives, to the point of overlearning.

9. Appropriate and correct responses on the part of the learner should be immediately confirmed and rewarded.

10. To facilitate generalization and transfer, the learner should practice the skills in as many varied contexts as is possible and appropriate.

11. The learning experience should simulate with the maximum possible fidelity the conditions under which the skill will be practiced in real life.

C. Principles from Cognitive Psychology

12. To facilitate meaningful rather than rote learning, a learning problem should be so structured and presented that the essential relationships are open to the inspection of the learner.

13. The direction from simple to complex should be from simplified wholes to more complex wholes.

14. The student needs to understand the purposes or objectives of the learning and believe that they are worthwhile.

D. Principles from Personality Theory

15. The content must be appropriate to the learner's abilities, neither too easy nor too difficult. The ideal difficulty level is, difficult enough to be challenging, but not so difficult as to be discouraging.

16. The learner must be ready, in developmental terms, for the learning experience (e.g.: two-year olds are not normally maturationally ready to learn to read.)

17. The subject matter and methodology (e.g., discussion, lecture) must be appropriate to the mental set and learning style preferences of students.

18. The nature of the psychological stress on students is critical. Anxiety interferes with learning; effort-stress (often confused with anxiety) promotes learning.

(Adapted in part from Leonard Silvern, Systems engineering applied to training. Houston: Gulf Publishing Co., 1972, pp. 121-123.)

CURRICULUM EVALUATION GUIDE

Use this guide to evaluate a curriculum on paper before the course is approved or installed.

1. AIM

Is the overall aim of the program clearly stated?

2. RATIONALE

Has the need for the program been confirmed? Are the methodology and results of the needs assessment fully described? Is the need for the program convincingly presented?

3. SOCIAL CONTEXT

Is the locale adequately described in terms of population, economic base, employment trends, school system, transiency rate, etc.? Are community reactions to the program and community constraints on the program taken into account? Is there provision for liason with the public?

4. INSTITUTIONAL CONTEXT

Is the place of the course in the total school program clear? Is the length of the course stated in terms of clock hours and total elapsed time? Is it clear whether the course is a continuation, revision, or extension of an existing course, or an entirely new course? Are the institutional constraints taken into account? Are the effects on other courses and teachers predicted? Does the course require and if so is it likely to get special administrative arrangements and/or official authorization? Is there a master plan and time schedule for installation?

5. CLIENTELE

Are minimum and maximum numbers of students to be handled indicated? Are projections realistic? Are there contingency plans for excessive or deficient applications? Is the disposition and size of groups stated? Is recruiting procedure and advertising outlined? Is the target population described? Do such students need the program? If so, are they aware of the need? If not, can they be persuaded?

6. OBJECTIVES and PERFORMANCE CRITERIA

Do the objectives indicate how students will be changed by the program? Are they learner oriented, precisely defined, feasible, functional, significant, feasible, nonredundant, appropriate, and sufficient. Is importance of each objective stated? Do critical objectives outnumber non-critical? Is each critical objective matched with a performance criterion? Do performance criteria specify required activity, speed, accuracy, subject matter, equipment provided, environmental conditions, and student performance standard?

7. PREREQUISITES

Are necessary prerequisites specified? Are prequisites stated justified?

J

8. PRETEST

Will the pretest indicate class level and identify students who should not be in the program? Are resultant decisions specified?

9. FORMATIVE EVALUATION

Is there provision for formative evaluation? Will students be continually apprised of their standing? Will formative evaluation identify over- and under-achievers? Are remedial units provided for underachievers? Is there provision for over-achievers?

10. TERMINAL EVALUATION AND GRADING

Are post-tests reliable, valid, and diagnostic? Is the grading and reporting system outlined? Are post-tests and grading system congruent with objectives?

11. CONTENT

Are teaching points listed? Is a course schedule provided? Is content consistent with objectives? Is it effective, efficient, appropriate, acceptable, and motivational for the given target population and context? Are there adequate alternative routes to the objectives?

12. MATERIALS and FACILITIES

Are the necessary hardware, software, and facilities identified? Are they appropriate? Are they available?

13. PERSONNEL

Are staff competencies identified? Are staff available? Have they been engaged? Are they competent? If not, is inservice training available? Is inservice training outlined? Is back-up support provided?

14. COST ANALYSIS

Are cost predictions complete, accurate, detailed, and realistic? Are start-up and continuation costs distinguished? Does the analysis cost out the main alternatives? Is per-student cost calculated and compared with per-student cost for other courses? Are the sources of funds identified? Is there a cost-effectiveness and cost-benefit analysis?

15. EVALUATION OF PROGRAM

Is there provision for adequate pilot and field testing? If tryouts have been conducted, are results given? Is the evaluation design sound? Are the criteria for success of the program explicit and valid? Is there provision for ongoing monitoring and revision of the program?

16. PRODUCTION OF CURRICULUM

Is a table of contents provided? Is the curriculum as written free of grammatical, spelling, or typographical errors, and of unsupported assertions, loose expression, unnecessary jargon or sloganeering? Is it attractively produced? Is it concise, clear, persuasive, and as brief as practicable?

(Pratt, 1974)

Curriculum Structure - Bibliography

Drumheller, S. J., Handbook of Curriculum Design for Individualized Instruction - A Systems Approach , Educational Technology Publications, Englewood Cliffs, N. J., 1971

Eisner, E. W., Vallance, E. (editor), Conflicting Concepts of Curriculum, McCutchan Publications, Berkley, Ca. , 1974

Pratt, D., Systematic Curriculum Design, Queen's University, Kingston, Ont., 1974

Schaffarzick, J., Hampson, D. H. (editor), Strategies for Curriculum Development, McCutchan Publications, Berkley, Ca. , 1975

Taylor, P. A., Cowley, D. M. (editor), Readings in Curriculum Evaluation, Brown Company Publications, Dubuque, Iowa, 1972

Zenger, W. F., Zenger, S. K., Writing and Evaluating Curriculum Guides. Fearon Publications, Belmont, Ca. , 1973

Major Objective

Specific Objective	Class (K, S, A)	Relative Importance	Teaching Points	Teaching Strategies	Resources	Evaluation Criteria

APPENDIX 3

STAFF SELECTION DOCUMENTS

FORM PAO 18

PERSONNEL ADMINISTRATION OFFICE
DEPARTMENTAL SERVICES DIVISION

TITLE	COMPETITION No.	DEPARTMENT	DATE	ROOM No.

CANDIDATE'S NAME _____ TIME _____

HOME TELEPHONE _____ ADDRESS _____

BUSINESS TELEPHONE _____ DEPARTMENT (In-service candidates) _____

INTERVIEWERS

SCREENING FACTORS

Minimum 3 years experience with 2 years at 1 - 9 level.

NUMERICAL SCALE

5	10	15	20	25	30	35	40
4	8	12	16	20	24	28	32
3	6	9	12	15	18	21	24
2	4	6	8	10	12	14	16
1	2	3	4	5	6	7	8

			Sub-totals
EDUCATION Formal education only: High School, Business College, Technical School, or University.	Masters Degree(3 r's) B. Ed. (Eng., Reading B. Ed. (General) 	10 8 6 4 2	
EXPERIENCE Correlation and evaluation of past employment history directly related to this position.	Exceptional Very good Suitable Marginal Inadequate	35 28 21 14 7	
PRESENTATION Quality of answer - relevance, comprehension, coherence, verbal facility, manner of expression, knowledge.	Eager and articulate Clear & convincing Gets ideas across Vague and hazy Misleading & confused	20 16 12 8 4	
COMPATIBILITY Poise, apparent maturity, tact, self confidence, motivation, attitude, mental alertness, vitality, social outlook & adjustment, self discipline, conscientiousness, cooperativeness, emotional stability, judgement, loyalty, leadership, personal relationships to working group.	Well suited Positive Acceptable Marginal Definitely negative	30 24 18 12 6	
PHYSICAL ATTRIBUTES Voice, appearance, grooming, bearing, any apparent physical disabilities, given state of health.	Impressive Favorable Acceptable Unimpressive Unsuitable	5 4 3 2 1	

REMARKS

Certifiable ☐ Marginal ☐ Reject ☐ Candidate Rank Order ☐

☐ RATING TOTAL

INTERVIEW QUESTIONS

A.B.E. OUTREACH INSTRUCTOR

1. How do you feel your academic background applies to the position of A.B.E. instructor?

2. Outline the portions of your work experience which have prepared you in some way for the duties of an A.B.E. instructor.

3. Explain the way in which you see individualized instruction operating in an Adult Learning Centre such as we have described.

4. What do the terms "competency-based" education and "mastery learning" mean to you?

5. You have had a brief glance at one of the curriculum units. How do you see yourself using this in your instructional program?

6. Placement and evaluation activities are important in any program. Outline your views as to the types of activities you would employ in an A.B.E. program.

7. Given a group of students, describe the construction of an ideal reading program.

8. What is your perception of the differences in teaching and in working with adults as compared to students in the public school system?

9. In your opinion, what professional and personal strengths do you bring to Alberta Vocational Centre's A.B.E. program?

10. As you know, this job is of a temporary nature. What is your reaction to an employment situation such as this? Where would you like to be 5 years hence?

11. There will be considerable record keeping and some revision of instructional material associated with your duties as an instructor. Much of this will necessarily be done outside the actual student contact hours. How does this fit in with your views of the demands of an instructional position of this nature? Curriculum development activities will also be necessary.

12. What do you consider was your most significant contribution at your last job?

ADULT BASIC EDUCATION INSTRUCTOR

CONTINUING EDUCATION

Qualifications

- minimum of three years teaching experience
- eligible for an Alberta Teachers Certificate
- background and experience in English and Math at the basic level (up to grade nine equivalent) is essential
- experience in an individualized instruction setting would be desirable
- experience teaching adults would be an advantage
- must be flexible with regard to hours of work

Duties

The successful candidate will be expected to

- provide instruction to adults in reading, writing and math up to grade nine equivalency
- operate within existing AVC, ABE curriculum guidelines
- design an individual instruction program for each student
- evaluate, record, and report individual student progress
- maintain a careful record-keeping procedure
- revise instructional material as required
- make recommendations for program evaluation
- keep a log book of daily activities
- arrive at the class site at least 30 minutes prior to class time
- carry out a portion of preparation, evaluation, and record-keeping outside of class time

Conditions

Four continuing education positions are available at the current hourly rate of pay

- Monday to Friday - 1:00 p.m. to 6:00 p.m.
- Monday to Thursday - 6:00 p.m. to 9:00 p.m.
- Monday, Wednesday and Thursday - 7:00 p.m. to 10:00 p.m.
- Wednesday and Thursday - 3:00 p.m. to 7:00 p.m.

July 10, 1978

ALBERTA VOCATIONAL CENTRE offers you the opportunity to instruct adult students functioning between grades one to nine in reading writing and arithmetic, from September 5 to December 15, 1978 with possible extension to May 1979.

Four positions are available as follows

- Monday to Friday 1:00 p.m. to 6:00 p.m.
  Monday to Thursday 6:00 p.m. to 9:00 p.m.
  Monday, Wednesday and Thursday 7:00 p.m. to 10:00 p.m.
  Wednesday and Thursday 3:00 p.m. to 7:00 p.m.

Minimum requirements are valid Alberta Teaching Certificate a B.Ed. in English (some math desirable). Three years related teaching experience. Experience with adult students preferred.

Written applications must be received prior to July 24, 1978. For further information call

Alberta Vocational Centre
Division of Instruction
332 - 6th Avenue S.E.
Calgary, Alberta

Phone: 262-5289

To run in Calgary Herald
Teacher's section
To run July 14, 15 and 17
To run in part-time classified
To run July 17

OPPORTUNITY Alberta

INSTRUCTORS:

ALBERTA VOCATIONAL CENTRE offers you the opportunity to instruct adult students functioning between grades one to nine in reading writing and arithmetic, from September 5 to December 15, 1978 with possible extension to May 1979.

Four positions are available as follows

Monday to Friday 1:00 p.m. to 6 p.m.
Monday to Thursday 6:00 p.m. to 9:00 p.m.
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Wednesday and Thursday 3:00 p.m. to 7:00 p.m.

Minimum requirements are valid Alberta Teaching certificate, a B Ed. in English (some math desirable). Three years related teaching experience. Experience with adult students preferred.

Written applications must be received prior to July 24, 1978. For further information call:

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Division of Instruction
332 - 6th Avenue S.E.
Calgary, Alberta
Phone: 262-5289

APPENDIX 4

ORIENTATION PROCEDURES

Adult Basic Education Outreach Project

Alberta Vocational Centre, Calgary

Instructor Orientation

It is apparent that an instructor who is new in the Adult Basic Education Outreach program will require orientation to the student population, the program, and the educational system of which the program is a part. Further it must be assumed that the nature of an Outreach program dictates that the instructor will not necessarily have easy access to Alberta Vocational Centre for first-hand information. This orientation procedure and these materials are aimed at ensuring the portability of the program in general.

Materials

A package of materials to familiarize the instructor with the program specifically and Alberta Vocational Centre's role in Adult Basic Education generally has been collected. The contents of this package include the following:

1. Curriculum units. There are seven units: English/Reading Levels I and II, English Level III, Reading Level II, and Math Levels I,II,III. These units were authored by teachers active in the learning system introduced at the Adult Learning Centre. Each unit is constructed around a set of specific educational objectives with which learning resources, methodology, placement tests, and evaluation techniques have been coordinated. The units are teacher-oriented and designed to be used as a guideline rather than a prescription for teaching. As the implementation stage of the project progresses and the units are utilized, revisions to the guidelines and lists of learning resources will be made by the instructors on site.

2. Learning Resources. These materials are not physically part of the orientation package but are assembled on site for instructor organization during orientation period. Resources include multiple-copy commercial texts and workbooks, single copy reference and remedial books, instructor-prepared duplicated material, commercial learning labs such as SRA Reading Labs, and hardware such as tape recorders, overhead projector, and individualized learning machines like the Digitor.

3. Standardized Tests. Some standardized tests such as the Nelson Reading Test are available to complement the curricular placement tests.

4. Bibliographies of resources in Adult Basic Education are included for reference when it becomes necessary to order additional material.

5. Alberta Vocational Centre's Learning Resources Handbook and Catalogue indicates what is available to the instructor for use.

6. Continuing Education Handbook. This resource book for continuing education instructors at Alberta Vocational Centre includes guidelines, information, and procedures for a number of activities such

as: goals and objectives, instructor payment procedure, job descriptions, reporting procedures etc. Many of these items apply totally or partially to Outreach staff as well.

7. Alberta Vocational Centre Staff Organizational Structure Chart. This chart outlines staff positions and roles in the overall structure of Alberta Vocational Centre. It is included for information purposes.

8. Alberta Vocational Centre Calendar, Program Brochures and Student Services Handbook. These are all included so that the instructor will be well-informed about the programs and benefits available to Outreach students if they wish to attend Alberta Vocational Centre main campus.

9. Career Opportunities Sourcebook. This is a wealth of useful information on programs outside Alberta Vocational Centre available to interested Outreach students.

10. Various Forms. Several types of forms are included and their purposes explained. Examples of these are student registration, student interview record, student withdrawal explanation, student continuing education report, supply requisitions, duplicating authorizations, etc.

11. Record-keeping material. This includes some of the above as well as an instructional log book, student academic records, attendance charts, student interview schedule etc. The purpose is to maintain a profile of the students in the program.

12. Professional Bibliography. This includes articles, books, journals, whose content deals specifically with Adult Basic Education materials, methodology, and students and with the Outreach process.

Outreach Site

The name "Adult Learning Centre" has been chosen for the Outreach site. The name implies that help is available for adults of various levels of skill development to learn new skills. The setting is intimate in scale and is decidedly informal. Students break for coffee and conversation at any time or may choose to work accompanied by coffee and a cigarette. Learning opportunity is offered by means of a tutor-student relationship between the adult student and the instructor. Before opening the site to students, the instructors had organized all the learning resources and furnishings to create a learning environment in which they could operate comfortably and which they believed would offer a comfortable atmosphere to students as well.

Procedures

After the staff were hired, an initial, early step in the orientation procedure consisted of an appointment with the project director during which discussion centred around the objectives of the program, the reasons for its uniqueness and the characteristics of the target population. The instructors were then

provided with the set of curriculum units for study.

The instructors were hired to work together on site for the mornings of the week prior to opening the Adult Learning Centre to students. The project director was also on site during those mornings in order to field questions concerning the curriculum units, the learning resources, program philosophy, methodology, etc. During this time, the instructors organized the learning environment to their mutual satisfaction, familiarized themselves with the materials and procedures and ordered needed supplies and small furnishings. This period of time without students is deemed a vital portion of the overall orientation of instructors.

Shortly after the registration of students, the instructors took part in a morning inservice with the instructional staff in the Adult Basic Education program at Alberta Vocational Centre main campus. The first half of the morning was spent observing instructors in their classrooms and the latter half of the inservice consisted of an opportunity for general discussion of the program and learning resources with the instructors. Many question marks in the minds of the Outreach staff were erased that morning and the way was paved for telephone contact for specific questions as time went on. This inservice program, brief as it was, was declared indispensable by the Outreach staff.

Student Orientation

It has, as expected, been obvious that informality is very important to the operation of the Adult Learning Centre. On arrival, a new student is offered a cup of coffee and is engaged in a discussion of the general program by the instructor. If it appears he can benefit from the program, a return appointment is made for further discussion and preliminary placement activities. On the third visit, the student registers formally and begins work. On the fourth visit, an attendance commitment and schedule are established and full work program is entered into.

Subsequently, the student is gradually oriented to the testing, marking, and record-keeping aspect of the program.

Further orientation to community health care facilities and to opportunities of career planning are carried out by the nurse and counsellor during their visits.

APPENDIX 5

STAFF REPORTS

ON

OUTREACH ACTIVITIES

OVERVIEW OF COUNSELLING SERVICES AT FOREST LAWN

Counselling services were available to participants in the Forest Lawn project once a week, alternating weekly from the afternoon to the evening program. Services were provided on an informal basis and few actual appointments were arranged. Participants were informed that they could contact either counsellor and that counselling services at the Alberta Vocational Centre were also available to them during the day.

From our many contacts with the participants in the project the need for counselling services was quite apparent. Participants were highly oriented toward academic work and time spent on classroom activities seemed quite precious. For this reason there was little interest or response to life-skills or other group activities. Individual counselling in the areas of personal or vocational concerns occupied the greatest part of the counsellor's time. Because sponsorship was not an issue, financial and attendance problems were of little significance.

Although the counsellor's time was not totally occupied in actual counselling, their visibility in the program was an important factor in desensitizing the participants to approaching them. In other words, the counsellors were seen as an integral part of the program and this made them more accessible. It was found that by individually contacting each participant, counsellors could often "break the ice" and overcome resistance.

Many participants indicated an interest in continuing their education after completing the Forest Lawn project. Several requests were made for interest and aptitude tests to help determine academic goals.

It was felt that the informal atmosphere at Forest Lawn provided a non-threatening learning situation to many participants who might otherwise not have considered upgrading their education.

Submitted By: Sherman Lang - Counsellor
Carl Berdahl - Counsellor

HEALTH SERVICES PROGRAM REPORT

Program Name - Preventative Health Program, Project Outreach.

General Objective - Promote physical, mental and social well-being of the students attending A.V.C. - Project Outreach.

Implementation - Offer courses and clinics in - Blood Pressure testing, Tuberculosis testing, Vision testing, Hearing testing, Cancer Prevention, Family Planning, and Diet and Nutrition.

I would come out to Project Outreach once a week for three hours.

Evaluation A - **Total Number of Individual Visits** - 56

Male - 13 Female - 43

Approximate ratio -	
Males	25%
Females	75%
Total	100%

Total Numbers for each Session

Orientation Day - 14	
Diet and Nutrition - 7	(Two programs)
Hearing Clinic - 12	(Two programs)
Vision Screening - 8	(Two programs)
Tuberculosis Eradication Program - 9	(One program)
Blood Pressure Screening - 7	(One program)
Cancer Prevention Clinic - 0	(One program)
Family Planning Clinic - 0	(One program)

Other Visits

Ear Problems - 5
Respiratory - 1
Consult - 10
Emergency or First Aid treatment - 2

B - **Total Number of Visits** - 61

The total number does not coincide with the total number of individual visits as the Total Number may include two problems with one visit.

Extra

Referrals to other agencies - For immediate family - 2
For Audiograms - 1
For Tuberculosis testing - 1
For Vision testing - 1

General Impression - If I offered an individual service - such as a Vision test or a Blood Pressure check - the students would be interested and would attend. They appeared to appreciate individual attention and did not want group centered sessions.

Students were rather hesitant to approach me at first. I feel they queried my presence in an academic setting. Once they accepted me as part of the "Project" team they gradually came to see me on an individual basis.

All health material, pamphlets, and books which I placed in the display area were used and I hope utilized.

I did not get to know all the students as I was only there for three hours a week on certain days - this presented a problem for certain students who wanted Audiograms etc. and could not make it to my sessions.

Problems to Overcome -

1. Getting to know all the students.
2. Presenting the occasional teaching session that might attract a large number of students.
3. Encouraging them to use my services more.
4. Improving my communication skills. I have to be more outgoing and aggressive in order to convince the students of my worth.

Attainment - I feel I did present a valuable service to the students at Projcet Outreach. The general objective of this program was to promote physical, mental, and social well-being and I feel I have contributed to this. I only wish I could have helped all the students.

Submitted By: Carol Weisgerber - Health Nurse

INSTRUCTORS' REPORT

Philosophy - Students require a supportive learning environment that increases self-confidence, responsibility and awareness of others.

Objectives -

1. To provide a climate in which adults are comfortable, confident and stimulated.
2. To provide a positive context for learning by relating to student goals.
3. To provide constant, immediate feedback regarding skill development.
4. To ensure that students are aware of their individual strengths and therefore potential.
5. To provide assistance in goal definition in terms of self-improvement and employment possibilities.
6. To promote positive interaction among students and, in doing so, to promote supportive peer behaviour.

Atmosphere - Our objective was to provide a warm comfortable atmosphere wherein students could quickly feel at home, and feel free to ask questions. We welcome each student on arrival. Coffee is always available.

Self-Confidence - We try to instill self-confidence by giving as much positive reinforcement as possible. A great deal of encouragement is necessary, at the beginning, especially.

Individualization - We try to spend a few minutes at regular intervals with each student over the period. I prefer to mark exercises with the student as soon as he has finished each one in order to explain areas of difficulty and provide immediate feedback. Self-correcting exercises are valuable for immediate feedback, also.

Independence - Independence increases in direct proportion to self-confidence. The students are supportive of each other.

Outreach Evaluation - Curricula and Materials

General comments on utilization of pre-set curricula-materials package in OUTREACH context.

The curricula-materials packages for levels 1-3 provided an excellent structrual basis for the planning of individualized programs. The curricula are

both well-ordered and flexible enough to be utilized effectively on short notice. There is no reason why packages like these could not be used in any situation where individualization is necessary. The diagnostics, formative and cumulative tests are comprehensive and lend themselves readily to the 100% proficiency criterion so important to adult learners.

In the case of curricula in which objectives include considerable practice requirements, it would be helpful to intersperse objectives since prolonged work on any skill can be tedious. When instructors are working with relatively unfamiliar materials it is difficult to provide integrated or alternate exercises without a structured resource. For example: If a student requires extensive word study, it is both theraputic, and stimulating to vary his program with some alternate skill building. The curricula provide excellent objective-materials structures but it is often difficult to leap ahead to a new objective without some disorientation in the the objective hierarchy. Therefore, an integrated curriculum would be more efficient for the initial stages of a program such as Outreach.

General Comments Regarding Academic Concerns

1. Many students' Nelson Test Scores did not correlate directly with their other diagnostic results. In most cases the Nelson indicated superior ability. This may be partly due to the fact that many adults can cope, through experience, with vocabulary and comprehension much better than with writing and developing their own ideas.

2. Students were encouraged and stimulated by intermittant visits with students from other institutions who enjoyed "sitting in" and taking advantage of our learning climate.

3. Students were often elated by A.L.C.'s flexibility regarding vocational preparation and were delighted that their learning program could be adapted to focus on skills necessary for apprenticeship exams etc.

Social and Community Contributions

1. Students (all regulars) expressed infinite relief as they became aware of others with similar doubts, fears, insecurities and desires. Discussions over coffee led to new friendships and mutual respect and trust.

2. Students quickly adapted to minor interruptions from visiting educators, media representatives, dignitaries and interested outsiders. Their collective confidence and enthusiasm was obvious to observers.

3. Students became aware of each other (evening and afternoon groups) and inter-reacted quite comfortably at their Christmas party. They co-operated in a presentation to the instructors and collectively decided to plan another social for February. (note: cultural, educational backgrounds and social milieu vary extensively among the group).

4. Some students with similar cultural backgrounds (particularly E.S.L. students) were delighted to converse in their own languages during coffee and to share experiences regarding linguistic and general changes in their lives.

Counselling and Nursing Advantages

1. Counsellors were extremely well-received and contributed significantly in the following briefly stated cases:

a) Dispersal of vocational opportunity information and educational prerequisites outlines. Goal definition occurred in at least 20 cases.

b) Personal counselling in at least 10 cases, 3 of which entailed severe emotional upsets.

c) Liaison counselling with manpower, social workers, social services etc.

d) Transfer of student to A.V.C. and preparation courses for library technicians course.

e) Vocational preference testing (5 cases).

2. The nurse provided assistance in the following areas:

a) At least 3 students were diagnosed with sight problems and referred to appropriate practitioners.

b) Two students already aware of hearing deficiencies were referred to doctors for up-graded aides.

c) One student had a previously unknown hearing defect and was referred.

d) Referrals for students' children (3 cases) were suggested and information provided.

e) First aid and nutritional materials were very well received and students often discussed these areas.

f) One student (unaware of the concepts of surgery) was pleased and comforted to have the details and procedures of her forthcoming operation explained by phone on a Saturday night.

g) Tuberculin tests sent one student for medical attention.

General Comments Regarding Motivation and Evidence Thereof

1. A.L.C. often had 10 - 12 students attending on Friday afternoons.

2. On busy days, students expressed a desire to work, even under crowded conditions when materials had to be shared and schedules adapted.

3. At least three students spent weekends with friends or in motels or without their children (sitters etc.) in order to complete lengthy assignments in ideal environments.

4. Regular students call the centre to explain absences and to outline work they would like to pick up to do at home.

5. Many regular students arrive at 12 noon or 4:30 p.m. - sessions are 1:00 p.m. - 6:00 p.m. and 6:00 p.m. - 9:00 p.m.

6. Using library facilities is a large part of Reading/English level II and students tend to use more research materials than are necessary.
7. Several students wished to write their own letters and resumes to improve their academic skills.
8. Students often lamented the fact that their friend or relative lived too far away and could not attend.
9. Students often learned particular skills so they could help their children or spouses with courses.
10. Students constantly expressed concern regarding the duration of the program and a desire to complete grade nine math and English.

Submitted By: Pat Martin - Instructor
Carol Byrka - Instructor

APPENDIX 6

DATA COLLECTION INSTRUMENTS

ADULT LEARNING CENTRE - STUDENT INTERVIEW SCHEDULE

NAME_____ DATE_____

2. HOW DID YOU FIND OUT ABOUT THE ADULT LEARNING CENTRE?

AVC student Services _____
Continuing Education Tabloid _____
News Release/Story _____
Forest Lawn Library _____
Friend/Relative _____
Other _____

3. WHY DID YOU COME TO THE ADULT LEARNING CENTRE?

_____
_____
_____
_____

4. (If reason is upgrading, then)
WHAT EDUCATIONAL COURSES DO YOU WISH TO TAKE?

_____
_____
_____
_____

5. BEFORE ENROLLING AT THE ALC, WHAT DID YOU KNOW ABOUT OPPORTUNITIES TO GAIN ENTRY TO THESE COURSES?

_____
_____
_____
_____

6. HOW LONG HAVE YOU BEEN OUT OF "REGULAR" SCHOOL? _____

7. WHAT WERE YOUR HOPES ABOUT GOING BACK TO SCHOOL?

_____
_____
_____
_____

8. WHAT WERE YOUR FEARS OF RETURNING TO SCHOOL?

_____

_____

_____

_____

9. WHAT THINGS DO YOU THINK ARE GOOD ABOUT A PROGRAM LIKE THE ALC BEING OFFERED AWAY FROM AVC?

_____

_____

_____

_____

10. WHAT THINGS DO YOU THINK ARE NOT GOOD ABOUT THE ALC BEING AWAY FROM THE AVC BUILDING?

_____

_____

_____

_____

11. WHAT IMPROVEMENT WOULD YOU SUGGEST?

_____

_____

_____

_____

12. a) ARE YOU/WERE YOU WORKING PART-TIME _____, FULL-TIME _____, NOT AT ALL _____

b) ARE YOU SATISFIED WITH THIS ARRANGEMENT? YES _____ NO _____

c) (IF NO) WHAT WAYS OF GETTING HELP WITH OBTAINING A BETTER JOB DO YOU KNOW AS A RESULT OF BEING AT THE ALC?

_____

_____

_____

_____

13. YOU HAVE DROPPED OUT OF THE PROGRAM AT THE ALC. WOULD YOU MIND ANSWERING THESE QUESTIONS FOR OUR INFORMATION.

a) WHAT WAS THE MAJOR REASON FOR YOUR DROPPING OUT?

_____

b) DID YOU TRY TO GET HELP FROM OTHERS? YES _____ NO _____

WHO? _____

WERE THEY HELPFUL? _____

c) WHAT PROGRAM CHANGE MIGHT HAVE MADE THE PROBLEM LESS SERIOUS?

STUDENT RECORD: OUTREACH ADULT LEARNING CENTRE

	CODE
PERSONAL DATA:	
NAME:	
SEX:	
ADDRESS:	
PHONE:	
ENTRY DATA:	
DATE:	
REFERRAL:	
PREV. ED.:	
YEARS OUT:	
GOAL:	
STATUS AT ENTRY:	
GRADE LEVEL (Assumed):	
WITHDRAWAL DATA:	
DATE:	
REASON:	
ACADEMIC AND ATTENDANCE DATA:	
PROGRAM ENTERED:	
PROGRESS:	
ATTENDANCE PATTERN:	
PROGRAM STATUS MAY 18/79	
OTHER DATA SOURCES:	
REGULAR APPLICATION FORM:	
1700 FORM:	
INTERVIEW:	
REPORTS (specify):	

STUDENT RECORD
ADULT LEARNING CENTRE

NAME : _____ CLOZE _____ GR. _____

ENTRY DATE: _____ LAUBACH _____

REFERRAL : _____ NELSON _____ _____ _____

GOAL : _____ NELSON DENNY _____ _____ _____

BASIC MATH _____

Math: Level _____

Objective(s)

Comments

Reading/English: Level _____

Objective(s)

Comments

Attitudes, Ability, Etc.

Recommendation

_____
Instructor's Signature

APPENDIX 7

EVALUATION MODULE

ALBERTA VOCATIONAL CENTRE - CALGARY

ADULT BASIC EDUCATION

OUTREACH PROGRAM

APPENDIX 5

AN EVALUATION MODULE

Submitted to
The Evaluation Team

by

Owen Snider , Project Director
Alec Stephen, Project Appraiser

April 1978

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ADULT BASIC EDUCATION OUTREACH PROGRAM
AN EVALUATION MODEL

Rationale

It is recognized that Alberta Vocational Centre already has effective programs operating at the Centre and that the evaluation proposal should therefore concentrate on the unique characteristics of the project, namely the outreach components and the specific characteristics of that mode. It is further recognized that Alberta Vocational Centre is well equipped to do the traditional "evaluations" of learning activities and student learning and in compiling student profile statistics (see Appendix 3 of project proposal). Based upon this, the evaluation module will not identify specific instruments to do traditional evaluations and statistical compilations, it being recognized that these are done as a matter of course for all programs at the Centre. However, careful records will be kept of instruments and the timeline for their use. Samples of all instruments used will be kept on file.

Overview

Figure 1 identifies the broad areas of evaluation which will be conducted. Specific questions and evaluation instruments will be presented for each major category in later pages. Each category of questions is subdivided into those which will be evaluated and those which we will try to evaluate given our finite time and resources.

Figure 1

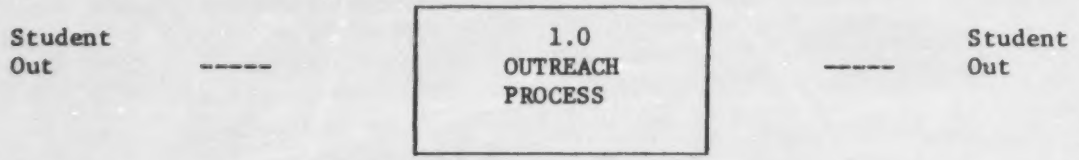
1.0 OUTREACH PROCESS	3.0 GAINS OF THE LEARNING PROCESS	5.0 FURTHER EDUCATION ISSUES
2.0 OUTREACH CENTRE COMPONENTS & ACTIVITIES	4.0 EMPLOYMENT RELATED ISSUES	6.0 LIFE STYLE ISSUES

AGENTS

Student
Instructor
Public
Employers
Student's Family
Counsellors
AVC Administrators
Local Agencies:
a) Employment Related
b) Education Related
c) Life Skills Related
Advanced Education and Manpower
a) Learning Systems
b) Field Services
c) Technical/Vocational Services
Project Appraiser
Others

1.0 Outreach Process

The outreach process is the component of the project that is of major difference from standard Alberta Vocational Centre operating practice. For this reason, this aspect should receive prime consideration.



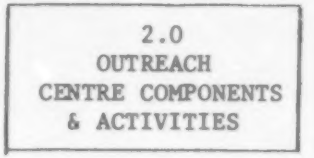
All of the questions 1.1 to 1.9 will be evaluated.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
1.1 How is the program advertised?	1.1 A careful record must be kept of all formal and informal contacts and media advertising.	1.1 Supervisory records	1.1 August
1.2 How did the students find out about the program?	1.2 Delineate carefully a demographic description of the target population and keep similar demographic and interview records of actual enrolled students.	1.2 Student orientation interview records	1.2 Entry to program
1.3 Do the people we attract to the program match the target population as outlined on page 6 of the proposal?	1.3	1.3	1.3 Analysis in December
1.4 What are the unique characteristics of the students entering the program, e.g. - why they came - reservations - hopes - their perceptions of ABE via outreach	1.4	1.4	1.4

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
1.5 How do the students at the outreach centre differ demographically from the inhouse AVC Adult Basic Education population?	1.5 Delineate carefully a demographic description of the target population and keep similar demographic and interview records of actual enrolled students.	1.5 Student orientation 1.6 Interview records	1.5 Entry to program 1.6 Analysis in December
1.6 What are the characteristics and perceptions of completers versus drop-outs? Why did students drop out?			
1.7 What is the enrolment at the outreach site and what attendance pattern, if any, developed?	1.7 Desirable enrolment would fall into the range of 8-10 individual student contacts per half day of programming. Depending on individual timetables, the actual student enrolment at a given time should fall into the range of 8 - 40.	1.7 Attendance records	1.7 Ongoing records Analysis September 29 December
1.8 Do we have positive feedback from students, contact agencies, staff, the public with respect to the viability of the outreach process?	1.8 We must interview or otherwise contact all students, relevant staff and administrators and sample agencies and the public.	1.8 Questionnaire and/or personal interview	1.8 Ongoing Summary in December
1.9 What are the advantages and disadvantages of the ABE outreach process? Is there a proven better way of achieving the same ends?	1.9 Evaluating personnel must address this question with a view to the future of the process. Decision-making must be collegial.	1.9 Meeting of persons representing various points of view, i.e. input from students, staff, administrators, agencies, public	1.9 December

2.0 Outreach Centre Components and Activities

This section will address questions related to what was in the site (physical), the activities within the centre, and perceptions of both of these by specific individuals or groups.



All of questions 2.1 to 2.5 will be evaluated.

2.1, 2.2, 2.3 constitute Formative Evaluation.

2.1 Components

Hardware	Software	Setting
.	.	.
.	.	.
.	.	.

Planned interaction (what is supposed to happen?)
Actual interaction (what happened?)
Record of differences between planned and actual

2.2 Planned Activities

These are the course objectives of each of these people as stated and expanded in the curricular learning package.

Instructor	Student	Counsellor	Nurse
.	.	.	.
.	.	.	.
.	.	.	.

Actual Activities

Instructor	Student	Counsellor	Nurse
.	.	.	.
.	.	.	.
.	.	.	.

2.3 Perceptions of the worth of 2.1 and 2.2 by instructors, students, counsellor and nurse (some of these perceptions perceptions will surface in 2.4 and 2.5).

2.4, 2.5 constitute Summative Evaluation.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
2.4 How effective is the curriculum and the learning materials package in achieving its stated aims and objectives?	2.4 The instructor will evaluate the effectiveness of the package as it is used. Revisions, additions and deletions will be made accordingly.	2.4 This activity will constitute the field test of materials.	2.4 October report Revisions will be ongoing Summary in December
2.5 To what degree has the learning system achieved true portability?	2.5 Evaluation of the effectiveness of the orientation package, delivery of materials, maintenance of equipment, availability of supervisors and consultants, etc., are included here.	2.5 Personal interviews with relevant personnel.	2.5 December

3.0 Gains of the Learning Process

This section should address "what is learned". Two major areas are involved: academic skills and life skills. The intent here will be to get a measure of the value of the elements addressed in 1.0 and 2.0. It is possible that the outreach process is well advertised, many students come (1.0) and there is a lot of activity within the centre (2.0) but that there may be no measurable changes in students.

. Academic Characteristics . Life Skills	-----	3.0 GAINS OF THE LEARNING PROCESS	----- OUTPUT	. Academic Skills . Life Skills

Comment: Considering the short duration of the project, it could well be that the occurrence of certain behavioural changes, or more significantly the perceptions by certain evaluators of these changes will be most important.

Question 3.1 will be evaluated.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
3.1 What evidence is there of student progress academically and socially?	3.1 Because of the large amount of study time necessary for significant measurable progress to occur at this level of ability, the instructor will have to make a judgment here based on pre-test, post-test measures and affective gain by the student.	3.1 Curricular tests Standard tests Anecdotal observations Comparison with similar AVC programs	3.1 Ongoing Summary Analysis December 1978

4.0 Employment Related Issues

According to whether a student is already employed or looking for employment, certain issues can be addressed for each. Employment related issues are part of the life skills curriculum and therefore can be translated into measurable objectives.

INPUT ----- 4.0 EMPLOYMENT RELATED ISSUES ----- OUTPUT

4.1 to 4.4 will be evaluated.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
4.1 Ability to look for jobs. 4.2 Awareness of sources of employment help. 4.3 Relationship with peers. 4.4 Intention to better his employment status.	4.1 Counsellor and teacher 4.2 will collaborate on 4.3 evaluation here. 4.4	4.1 Interview and 4.2 Observation 4.3 4.4	4.1 Ongoing 4.2 4.3 4.4

We will try to evaluate 4.5 to 4.10

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
4.5 Employee punctuality. 4.6 Employee absenteeism. 4.7 Employee confidence in ability.	4.5 With students' prior 4.6 authorizations, a sampling of employers 4.7 could be interviewed with respect to these issues.	4.5 Personal interview 4.6 4.7	4.5 Near the end of or 4.6 following the student's involvement in the 4.7 program.

Questions to be Answered		Evaluation Techniques		Probable Instruments		Timeline	
4.8	Employer confidence in ability.	4.8 4.9 4.10	With students' prior authorizations, a sampling of employers could be interviewed with respect to these issues.	4.8 4.9 4.10	Personal interview	4.8 4.9 4.10	Near the end of or following the student's involvement in the program.
4.9	Relationship with peers and supervisors on the job.						
4.10	Betterment of employment status.						

5.0 Further Education Issues

This issue relates to the degree to which a student follows up with other structured or non-structured education opportunities. Career counselling will be a component of the life skills program.

INPUT ----- [5.0 FURTHER EDUCATION ISSUES] ----- OUTPUT

5.1 to 5.4 will be evaluated.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
5.1 Number of students seeking further education at entry/exit.	5.1 These issues must be built into the student orientation interviews and be re-examined during the student's attendance period.	5.1 Student interviews.	5.1 Entry/exit follow-up
	5.2	5.2	5.2
	5.3	5.3	5.3
	5.4	5.4	5.4
5.2 Student awareness of opportunities at entry/exit.			
5.3 Student awareness of abilities at entry/exit.			
5.4 Perceptions of evaluators of the existence of improved opportunities for students.			

We will try to evaluate 5.5 and 5.6.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
5.5 Activities identified as starting after entry to the program, e.g. visiting library, taking up a sport, enrolling in an interest course, enrolling in an academic course, enrolling in training course.	5.5 These issues will be part of the follow-up activity.	5.5 Student interviews.	5.5 Follow-up
5.6 Perceptions of evaluators of the actuality of students using the opportunities.	5.6	5.6	5.6

6.0 Personal Life Style Issues

This issue relates to the ability of students to "use societal offerings" in a better way. Many disadvantaged students feel alienated and removed from the mainstream of society, and to the degree that they feel they can or actually do get "onboard" will be a measure of success for the student and for the program.

INPUT ----- [6.0 LIFE STYLE ISSUES] ----- OUTPUT

6.1 will be evaluated.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
6.1 Is there a change in the exhibited level of responsibility of students in class?	6.1 Instructor will monitor attendance, work habits, social skills development, etc., for evidence of change.	6.1 Attendance, academic and anectdotal records.	6.1 Ongoing Summary statement in December

We will try to evaluate 6.2.

Questions to be Answered	Evaluation Techniques	Probable Instruments	Timeline
6.2 Is there a change in the exhibited level of responsibility of students a) at work b) at home c) in perception of family d) in civic awareness	6.2 Student, family, friends, etc., will be interviewed with respect to these factors.	6.2 Interviews	6.2 Summary statement in December

7.0 Summary

Attitudinal components in a program of this nature can be as important as specific educational progress. Examples of this can be: the perception of the public that within the educational setting other worthwhile things are being done for a disadvantaged group; the feeling of a student that he is seen by others significant to him to be doing something positive; the feelings of the immediate family of the student that can be so supportive; etc., etc.

Keeping this in mind, it is important to make the outreach process visible. A good way of doing this is by enlisting outside people in an assessment mode. However, it is significant to note that in some sections student approval must be obtained before the agent is contacted. This will help prevent invasion of student privacy and not impinge on any sensitivities that might exist.

Figure 2 identifies the evaluation grid. This grid indicates which evaluation components will be assessed by which agents since it is obvious that not all evaluators should evaluate all things.

Since the Project Director will be involved in all record keeping and evaluation activities and will be the only personnel available for gathering data from outside agents, it has been necessary to prioritize evaluation activities in view of time and expense limitations. This has been accomplished by dividing each evaluation section into questions which <u>will be</u> evaluated and those we <u>will try</u> to evaluate. Thus it can be seen that all of 1.0, 2.0 and 3.0 will be evaluated but that only part of each of 4.0, 5.0 and 6.0 will definitely be evaluated.

Figure 2

EVALUATION GRID

AGENTS	EVALUATED COMPONENTS					
	1.0 Outreach Process	2.0 Centre Components Activities	3.0 Learning Gains	4.0 Employment Issues	5.0 Further Education Issues	6.0 Life Styles Issues
Student	x	x	x	x	x	x
Instructor	x	x	x	x	x	x
Public	x					x
Employers	x		x	x		x
Student's Family	x	x	x	x	x	x
Counsellors	x	x	x	x	x	x
AVC Administrators	x	x	x	x	x	x
Local Agencies:						
a) Employment Related	x			x		
b) Education Related	x	x	x		x	
c) Life Skills Related	x		x			x
Advanced Education and Manpower						
a) Learning Systems	x	x	x			
b) Field Services	x	x			x	
c) Technical/Vocational Services	x			x		x
Project Appraiser	x	x	x	x	x	x
Other						

[redacted] with evaluation domain

Figure 3 represents the interface of this evaluation module with the evaluation domain components as presented by Learning Systems Branch of Program Services.

Figure 3

MODULE INTERACTION WITH EVALUATION DOMAIN

		1.0 Outreach Process		2.0 Centre Components Activities		3.0 Learning Gains		4.0 Employment Issues		5.0 Further Education Issues		6.0 Life Styles Issues	
		Will Do	Will Try	Will Do	Will Try	Will Do	Will Try	Will Do	Will Try	Will Do	Will Try	Will Do	Will Try
OUTCOME	SKW	1.4 1.6 1.8 1.9		2.4 2.5		3.1		4.1 4.2 4.3 4.4	4.5 4.8 4.6 4.9 4.7 4.10	5.1 5.2 5.3 5.4	5.5 5.6	6.1	6.2
OUTCOME	SFW	1.9		2.1 2.3 2.4 2.5		3.1							
OUTCOME	HDW												
ACTIVITY	SKW	1.1 1.2 1.8 1.9		2.1 2.4 2.2 2.5 2.3		3.1		4.1 4.2 4.3 4.4	4.5 4.8 4.6 4.9 4.7 4.10	5.1 5.2 5.3 5.4	5.5 5.6	6.1	6.2
ACTIVITY	SFW	1.9		2.1 2.3 2.4 2.5		3.1							
ACTIVITY	HDW	1.9		2.1 2.3 2.4 2.5		3.1							
SUPPORT	SKW	1.2 1.6 1.3 1.7 1.4 1.8 1.5 1.9		2.5		3.1		4.1 4.2 4.3 4.4	4.5 4.8 4.6 4.9 4.7 4.10	5.1 5.2 5.3 5.4	5.5 5.6	6.1	6.2
SUPPORT	SFW	1.9		2.1 2.3 2.4 2.5		3.1							
SUPPORT	HDW	1.9		2.1 2.3 2.4 2.5		3.1							
FINANCE	F	1.1 1.7		2.1 2.4 2.2 2.5 2.3		3.1		4.1 4.2 4.3 4.4	4.5 4.8 4.6 4.9 4.7 4.10	5.1 5.2 5.3 5.4	5.5 5.6	6.1	6.2

PROGRAM SERVICES DIVISION

LEARNING SYSTEMS BRANCH

Figure 4

AN EVALUATION DOMAIN

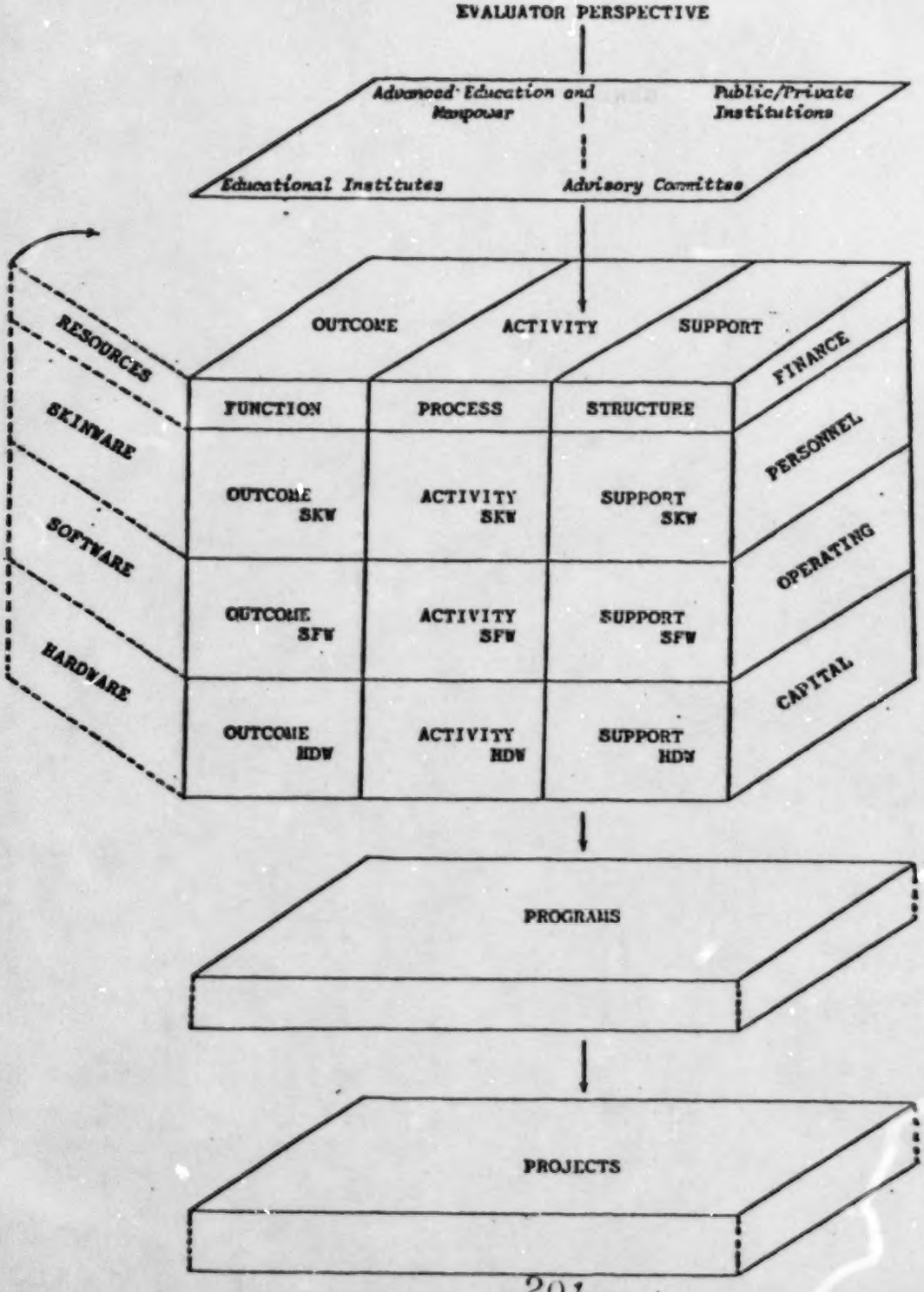


TABLE 1:

TOWARDS A
CHECKLIST FOR JUDGING THE ADEQUACY OF
EVALUATION QUESTIONS

PARAMETER	GENERIC QUESTION - QUESTIONS RELATING TO:
FUNCTION	
OUTCOME SKW	- how people are affected (intended and unintended) as a result of the program/ project
OUTCOME SFW	- the value of software items produced as a result of the program
OUTCOME HDW	- the value of hardware items produced as a result of the program
PROCESS	
ACTIVITY SKW	- activities persons are engaged in as a result of the program/project process
ACTIVITY SFW	- how (W^5) software materials are used during the program/project process
ACTIVITY HDW	- how (W^5) hardware items are used during the program/project process
STRUCTURE	
SUPPORT SKW	- how (W^5) individuals support the program/ project
SUPPORT SFW	- the value of software materials in support of the program
SUPPORT HDW	- the value of hardware items in support of the program
FINANCE	
FINANCE O,A,S,	- the cost/effectiveness of the program

APPENDIX 8

AGENCY CONTACTS

AND

MEDIA RELEASES

COMMUNITY AGENCIES CONTACTED

Adult Probation
Family Court Services
Mrs. Beet, 261-7465
205 - 9 Avenue, S.E.

AID Centre,
229 - 7th Avenue S.E.
Calgary, Alberta

Alberta Alcoholism and Drug Abuse Commission
Mr. C. Chernecki, 261-6670
812 - 16 Avenue, S.W.

Apprenticeship and Trades Certification
Mr. W. Birce, 261-6457
1520 - 4 Street, S.W.

Brant Education Centre
Continuing Education
SAIT
Diane Osberg, 284-8342

Canada Manpower Centre
Mr. H. Ross, 231-5859
1220 Kensington Road, N.W.

Calgary Board of Education
Continuing Education
Mr. A. Deschamps, 268-8286
Ms. Marilyn Koch
Mr. Arij Laangstraat
515 Macleod Trail, S.E.

Calgary Career Centre
Mr. T. Stott, 261-6347
500 - 4 Avenue, S.W.

Calgary Public Library
Mr. J. Gishler, 268-5275
Ms. Judi Gunter
Main Branch
Macleod Trail, S.E.

City of Calgary Parks and Recreation
Eric Kosteloot
Centre East Area
1011 - 52 Street S.E.
Calgary, Alberta

City of Calgary Training
Mr. G. Harrison, 268-5091
Rocky Mountain Plaza
Macleod Trail, S.E.

City of Calgary Social Services
Forest Lawn
Laura Taylor, 273-4141
Rick Pollick
4202 - 17 Avenue, S.E.

Edna Sutherland
5000 Bowness Road N.W.
Calgary, Alberta

Employment Opportunities Program,
Gordon Dyck, Unit Supervisor,
Alberta Place
Room 300, 1520 - 4 Street S.W.

Federation of Calgary Communities
Dick Wright
Mount Royal College
4825 Richard Road S.W.
Calgary, Alberta

Indian Affairs
Mr. N. LeBlanc, Mr. W. Magnuson,
253-2131
5940 Macleod Trail, S.E.

Inner City Project
Sister Pratt, 261-8940
706 - 1 Street, S.E.

John Howard Society
Mr. H. Cobb, 244-5561
1102 - 9 Street, S.W.

Labour Standards Board
Mr. E. Carter, 261-6491
633 - 6 Avenue, S.W.

Mount Royal College
Mr. J. Fisher
Continuing Education, 246-6450
4825 Richard Road, S.W.

SAIT, Continuing Education
Mr. R. Jewison, 284-8342
1301 - 16 Avenue, N.W.

University of Calgary
Division of Continuing Education
Dr. R. Chapman, Dean
Mr. David Yule
2920 - 24 Avenue, N.W.

Vocational Rehabilitation and Research
Institute
Mrs. A. Hughson, 284-1121
3304 - 33 Street, N.W.

Volunteer Bureau
1129 - 17 Avenue S.W.
Calgary, Alberta

ADULT LEARNING CENTRE

LOCATION	Forest Lawn Public Library 4807 8th Avenue S.E.
OPENING DATE	January 8, 1979 to May 18, 1979
HOURS OF OPERATION	Monday to Thursday - 1:00 p.m. to 9:00 p.m. Friday - 1:00 p.m. to 6:00 p.m. Closed - Saturday, Sunday, Holidays
FEE	No charge; books provided also
ATTENDANCE	Students must attend at least twice a week for two hours or more
SUBJECTS	Improve skills in reading, writing, and arithmetic up to Grade nine level
REGISTRATION	Drop in to the Adult Learning Centre and register with the instructor during the hours the Centre is open
INFORMATION	Call Mr. Owen Snider at 261-3930, local 397
SPONSOR	The program is being sponsored by Alberta Vocational Centre with the cooperation of the Calgary Public Library.

Herald, Aug 2/78

Drop-in centre will educate illiterate

By Norma Ramage
(Herald staff writer)

Teaching adults to read and write is becoming a boom business for city educators.

The latest in a growing number of programs for the illiterate in Calgary will be started this fall when the Alberta Vocational Centre (AVC) opens a drop-in centre to help adults improve their reading, writing and arithmetic skills.

The centre is an extension of AVC's existing academic upgrading courses which offer Grades 1 to 12 to about 300 adults, and it follows hard on the heels of a board of education program for functionally illiterate adults started last spring.

A person classed as functionally illiterate is one with less than eight years' education or whose skills are below Grade 8 level.

The public school board believes there are about 25,000 of these people in Calgary, only a small percentage of the estimated five million functional illiterates nationwide.

Owen Snider, co-ordinator of upgrading for AVC, said the new adult learning centre will be located in the Forest Lawn Public Library and will not offer any formal certification.

"It's for people who want to improve their writing so they can get into a work program or for people who just want to improve their reading so they can handle newspapers and books better," Snider said.

He stressed it is not a class for people who want to learn English as a second language.

There will be no formal classes and students will be able to set up their own schedules to coincide with working hours. The free course will be taught on a one-to-one basis and students will move ahead at their own pace.

The learning centre will open Sept. 11 and will be open from 1 to 9 p.m. Monday to Thursday and from 1 p.m. to 6 p.m. Friday.

The Board of Education program will be starting its third semester this fall and "response so far has been fairly respectable," said a spokesman for the board's continuing education branch.

About 15 people took the course in the spring but she said inadequate advertising probably reduced the numbers.

Continuing Education Tabloid

The purpose of the Alberta Vocational Centre is to provide eligible Alberta adults the opportunity to acquire an adequate level of training either to enter the job market directly or to enter another post-secondary educational institute for further training towards employment. (An eligible adult, except where extenuating circumstances occur, would normally be 17 years of age and out of the regular school system one year or more). Alberta Vocational Centre also provides career, health and educational guidance before, after and during training programs.

ADULT LEARNING CENTRE

Alberta Vocational Centre in cooperation with the Calgary Public Library is opening an Adult Learning Centre at Forest Lawn Public Library, 4807 - 8th Avenue, S.E. The Centre will be open weekday afternoons and evenings beginning Monday, September 11, 1978. If you wish to learn to read, write and do math or if you wish to improve the skills you already have, please drop in to the Adult Learning Centre. An instructor will help you to learn during the times you are able to attend. For more details call the Library at 272-1212 or Mr. Owen Snider at Alberta Vocational Centre at 261-3930.

VOLUNTEER TUTOR PROGRAM

Mr. Owen Snider at Alberta Vocational Centre is the coordinator of a group of interested adult learners and volunteer tutors. An adult volunteer and an adult student work together at a time and place agreeable to both to help the student to learn to read and write. Learning materials are supplied free of charge. If you are interested in learning to read and write or have a friend who is interested or if you wish to volunteer your time to tutor, contact Mr. Snider at 261-3930.

Thurs., Oct. 5, 1978 • Calgary Herald

PATRICIA MARTIN, RIGHT, IS AVC PROGRAM INSTRUCTOR
. . . second chance to learn reading, writing, arithmetic

Upgrading program informal, successful

By Ihor Osakiwsky
(Herald staff writer)

The three "Rs" are basic skills a new adult education program sponsored by the Alberta Vocational Centre is taking very seriously.

And if the speed at which capacity enrolment was achieved in the program is any indication, it has become a success less than a month after its inauguration.

"The program was fully enrolled on the second day of operation," said Owen Snider, the AVC's continuing education upgrading co-ordinator.

In an interview Wednesday, Snider said he was originally expecting registration for the Adult Learning Centre at the Calgary Public Library's Forest Lawn branch in the southeast section of the city to take about a week.

He said the initial success proves there is a definite need in Calgary for this kind of program.

The Adult Learning Centre is basically similar in purpose to other adult education programs offered in the city; but, the student in the AVC program determines his own attendance timetable and is not placed in a formal class setting.

The program focuses on improving reading, writing and arithmetic skills up to the Grade 9 level and is free of charge. The only condition is that students must attend at least twice a week for two hours or more.

It has two Alberta certified teachers who work on a one-to-one basis with the students, and participants can attend Monday through Thursday between 1 p.m. and 9 p.m. and on Fridays between 1 p.m. and 6 p.m.

Snider said the program was set up because the Alberta Vocational Centre felt there was a need for a less formally structured basic education program for adults who work full- or part-time.

Wednesday Review

Thursday, September 7, 1978

Adult Learning Centre

The Calgary Public Library is co-operating with the Alberta Vocational Centre to help adults brush up on their reading, writing and arithmetic skills.

An Adult Learning Centre is being run by AVC's Continuing Education and Academic Upgrading Department at Forest Lawn Branch Library beginning September 11th. Every weekday, from 1 to 9 p.m. and from 1 to 6 p.m. Fridays, a "tutor" will be at the Library to provide individual assistance to registered participants. The "tutor" will use carefully designed instructional materials to assist each participant to progress at his/her own rate.

The program has been made possible by a grant from the Alberta Department of Advanced Education and Manpower. While participants will pay no fee, they will be expected to visit the centre regularly once registered, as there is only room for about 40 adults in the program. Only persons who are out of school and who are seriously interested in improving their skills should participate.

Many adults find themselves quite comfortable speaking the language, but in great difficulty when it comes to reading and writing English. Everyday tasks like reading a newspaper or writing a letter pose difficulties. As well, lack of common mathematical skills so necessary to daily living often cause problems for many adults who have no way of picking up the skills once out of school and working or raising a family.

Calgary Public
Library Press
Releases

Mirror

Adults brush up on basic skills

The Calgary Public Library is co-operating with the Alberta Vocational Centre to help adults brush up on their reading, writing and arithmetic skills.

An Adult Learning Centre is being run by AVC's continuing education and academic upgrading department at Forest Lawn branch library beginning September 11. Every weekday from 1 to 9 p.m. and from 1 to 6 p.m. Fridays, a tutor will be at the library to provide individual assistance to registered participants. The tutor will use carefully designed instructional materials to assist each participant to progress at his/her own rate.

The program has been made possible by a grant from the Alberta Department of Advanced Education and Manpower. While participants will pay no fee, they will be expected to visit the centre regularly once registered, as there is only room for about 40 adults in the program. Only persons who are out of school and who are seriously interested in improving their skills should participate.

APPENDIX 9

DETAILED BUDGET

OUTREACH PROJECT BUDGET

Reconnaissance Stage

As this stage predates this submission, Alberta Vocational Centre, Calgary, has assumed all costs associated with the research and production of the proposal.

Development Stage

January 1978 to June 1978

Item		Funding Agency A.V.C.*	A.E.M.**	Explanation
Project Director	- Salary	$12,000		60% of Grid Instructor, Level F, Period 5
	- Expenses		$ 1,000	Travel
Project Appraiser	- Honorarium		$ 1,000	40 Hours at Continuing Education Rates
Consultants	- Contract Fees		$ 3,000	Curriculum Content Development
Learning Materials	- Hardware and Software	$ 2,000	$ 5,000	Additional Core Materials to be Ordered by our Learning Resources Centre
Duplicating Services		$ 2,000		A.V.C. produced materials
Office Staff			$ 1,360	Typist - 10 Hours Per Week @ $6.00 Per Hour
	Total	$16,000	$11,360	

*A.V.C. - Alberta Vocational Centre
**A.E.M. - Advanced Education and Manpower

Implementation Stage — August 1978 to December 1978

Item		Funding Agent A.V.C.	Funding Agent A.E.M.	Explanation
Project Director	- Salary		$ 8,800	40% of Grid Instructor, Level F, Period 6
	- Expenses		$ 500	Travel
Project Appraiser	- Honorarium		$ 250	10 Hours at Continuing Education Rates
	- Expenses		$ 50	Travel
Instructional Staff	- Salaries		$ 7,300	Continuing Education Rate of $17 Per Hour
Site Rental			$ 2,000	Rental of Library, Community Centre, Church Basement, etc.
Site Furniture and Furnishings		$ 1,000	$ 2,000	Rentals
Learning Materials			$ 2,000	Consumable Supplies, Supplementary Material
Counselling Services		$ 720		3 Hours on Site Per Week
Health Services		$ 360		3 Hours on Site Per Week
Office Staff			$ 1,080	Typist - 10 Hours Per Week @ $6.00 Per Hour
Advertising and Public Relations			$ 2,000	Newspaper Ads, Radio Spots, Agency interviews
	Total	$ 2,080	$25,980	

Dissemination Stage

January 1979 to March 1979

Item		Funding Agent A.V.C.	Funding Agent A.E.M.	Explanation
Project Director	- Salary		$ 6,600	30% of Grid Instructor, Level F, Period 6
	- Expenses		$ 1,000	Travel to Seminars, etc.
Project Appraiser			$ 250	10 Hours at Continuing Education Rates
Duplicating, Audio Visual		$ 1,000		Reports, Presentations, etc.
Office Staff			$ 1,560	One Half Time Typist @ $6.00 Per hour
	Total	$ 1,000	$ 9,410	

Summary

Stage	A.V.C.	A.E.M.	Total
Reconnaissance			
Development	$16,000	$11,360	$27,360
Implementation	$ 2,080	$25,980	$28,060
Dissemination	$ 1,000	$ 9,410	$10,410
TOTALS	$19,080	$46,750	$65,830

BUDGET EXPENDITURES

Innovative Projects Fund - January 1978 - March 1979

Category	Planned	Actual	Note
Project Director - Salary	$15,400	$14,248	
- Expenses	2,500	1,217	1
Project Appraiser - Honorarium	1,500	1,350	
- Expenses	50	50	
Curriculum Consultants - Fees	3,000	3,000	
Instructional Staff - Salaries	7,300	9,290	2
Office Staff - Wages	4,000	-	3
Learning Materials	7,000	3,582	4
Site Rental	2,000	666	5
Site Furnishings	2,000	735	6
Advertising	2,000	224	7
Total	$46,750	$34,362	

Explanations of Differences

1. The project directors travel expenses during the dissemination stage were far below expectations since many activities are to occur in April and May, 1979.
2. Instructor salaries exceeded the allocation since the site was open 5 days per week for a total of 37 hours rather than the planned 4 days for a total of 24 hours per week.
3. AVC, Calgary absorbed the office staff costs.
4. Outreach staff ordered only about $300 worth of supplementary materials from a budgeted $2,000.
5. The Calgary Public Library rented us 400 square feet for $5.00 per square foot per year including cleaning, truly a bargain. We had budgeted 1000 square feet at $7.50 per square foot per year plus cleaning costs.
6. Most furnishings were supplied from AVC, Calgary surplus stock.
7. The only paid advertising necessary was a small ad in the Calgary Continuing Education Tabloid.

Note These figures have not been confirmed by a fiscal year-end audited report.

APPENDIX 10

AN EVALUATION OF THE

PROGRAMME DEVELOPMENT TEAM

AN EVALUATION OF THE PROGRAMME DEVELOPMENT TEAM

Conducted By: Dr. John Minnis

Submitted To: Mr. Owen Snider, Project Director
Calgary Adult Basic Education
Outreach Program

Date: March 31, 1979

Background and Purpose of the Evaluation

The major intent of this evaluation was to determine how effective the Programme Development Team was vis-a-vis the operations of the Adult Basic Education Outreach Program, and to specify those areas where its impact was felt to be significant.

The reasons why the Programme Development Team (hereafter referred to as PDT) was created, are not explicitly stated in the original program proposal, but implicitly it was understood that it would act as an information-sharing, consultative, co-ordinating body of professional educators who would meet periodically with the Project Director and advise him on all matters pertaining to the Outreach Program.

Eleven professiona's comprised the PDT when it was originally conceived. Of these, three left AVC Calgary, leaving a total of eight committee members including the Project Director.

It was clear from interviews with PDT members and discussions with the Project Director that the PDT was intended to fulfill the following roles:

(1) to provide advice and assistance to the Project Director on matters pertaining to curriculum materials, instructional methodology, general program operating procedures, and

(2) to carry out specific tasks and provide services to the Outreach Program for the program's duration.

It is worth mentioning that the PDT was seen by its members as a necessary political creation. Its role was therefore political as well as symbolic. The idea behind the PDT can apparently be accredited to certain representatives of Advanced Education and Manpower (the funding agency) and the Project Director.

Methodology

An open-ended questionnaire, consisting of eight broadly stated questions, was administered separately to each member of the PDT. Interviews were carried out in the working environs of each member and ran anywhere from thirty to forty-five minutes each. Members were encouraged to elaborate and expand on their responses.

In interpreting the responses, the writer attempted to categorize responses, not only according to the questions asked, but according to generative themes which emerged spontaneously out of each interview. Certain of these themes are included for the benefit of the reader.

Results

A. Perceptions on the value and significance of the PDT as an administrative device. Without exception, there was a very strong feeling that the PDT proved itself to be necessary, effective and generally fairly important to the Outreach Program. Particularly, it was felt that the PDT was most useful as an information-sharing and co-ordinating mechanism, as a means to provide necessary services to the Outreach Program staff, and as a way to diffuse anxiety on the part of certain staff members who felt threatened by the Outreach Program. All members felt that their expertise and experience was put to good use.

Five members thought the PDT was most viable in the early stages of the program, and that once the program was underway, its role changed from that of direct involvement in program matters to that of passive recipient of information. This was not perceived negatively, but rather, accepted as normal.

B. Perceptions of the impact of the PDT on the day-to-day functioning of the Outreach Program. This was perhaps the single most important dimension to tap. There was concern that at times it would have been more efficient had one or two sub-committees been formed to carry out certain tasks. Most felt that the ultimate success or failure of the program would not be causally linked to the existence or subsequent activities of the PDT, but rather, to other key variables, such as planning, organization, quality of materials, effectiveness of teaching staff, etc. Many felt the most significant spin-off would be the way in which the concept of the PDT could be applied to other Outreach ventures within AVC.

Most felt that the Program Director was responsible for the efficient way the PDT was managed, and gave him credit for planning, organizing, and disseminating information. It was the notion of "being kept informed" which all members ranked highest as the Project Director's major contribution.

Another theme which emerged in this context was the notion that the PDT helped legitimize the Outreach Program and that it was important that PDT procedures became institutionalized as a means to win credibility and acceptance.

When interviewed, all members unhesitatingly proclaimed the Outreach Program a successful venture, despite the fact the program had not fully run its course. This may have led to certain exaggerated assumptions about the overall effect of the PDT on the Outreach Program, i.e. having assumed the program a success, it was natural to assume the PDT was a contributing factor and therefore also successful.

C. Perceptions on the general importance of the Outreach Program. Most felt that the concept of ABE Outreach was significant and worthy of additional funding. The most positive aspect of the program was the fact that it was serving the intended clientele, and was not in any way, a duplication of AVC's day programming.

Equally important was the strong opinion expressed to the effect that more Outreach programs should be the rule rather than the exception. Other positive statements pertained to the excellence of the part-time instructors, the high quality of instructional materials, the appropriateness of the individualized learning approach, and the fine co-operation of the Library where the Outreach Program was located. Some members felt that the physical facilities were too cramped, but at the same time acknowledged that this did not seem to deter participation or effective learning.

Most members had visited the Outreach Program at least once, and through regular meetings and discussions with the Program Director, had been kept informed.

D. Perceptions on the future of the Outreach Program. Some members felt strongly that because of the success of the program, the Outreach concept should be applied to other program areas at AVC. One person felt that should Outreach be expanded, the PDT should be discontinued. Most felt that adequate funding, institutional acceptance, and government support, were necessary to successfully launch future Outreach programs.

All members felt that Outreach programs should not duplicate day programming, be unique in their delivery mechanisms, and attempt to educate hitherto unreachable target groups.

Summary The results of this study clearly demonstrate that the PDT, as perceived by its members, was successful in the following ways:

(1) The PDT allowed for co-ordination of essential services between the parent institution and the Outreach Program.

(2) The PDT acted successfully as a sounding board for the Program Director, and provided him with advice, assistance and feedback instrumental to the fulfillment of his role.

(3) The PDT did not emerge, nor was it ever perceived, as just another bureaucratic obstacle. Members of the PDT did not feel their job was to monitor the Outreach Program or the activities of the Program Director.

(4) The selection of PDT members was based on the needs of the Outreach Program itself, and not in terms of political expediency.

JRM/jj

PROGRAMME DEVELOPMENT TEAM - ROLES OF MEMBERS

Project Appraiser - A. Stephen - Southern Alberta Institute of Technology

The primary duty of this individual will be to monitor, evaluate and report on the process and functioning of the project. He will maintain close contact with the Project Director throughout the entire operation. We will rely on his experience in project development as a resource and regard his comments as sound advice.

Background

Mr. Stephen is on staff at Southern Alberta Institute of Technology as Project Director. He was in charge of developing the Individualized Learning Project from October 1974 to March 31, 1977. He has been Director of Emergency Medical Technicians training programme development from January 1977 to present. He has experience dealing with the same government departments as we will be working with and comes to us highly recommended by Mr. Massey-Hicks of Field Ser[illegible]

Project Director - O. Snider

The responsibility to initiate, develop and implement the project lies with this person. He will work in liaison with the other members of the project team and coordinate their activities. He will provide input to each of the members and create communication links among all members. The final draft of the proposal and of the project will be written and submitted by the Project Director and all progress reports will be authored by him.

Centre Supervisor - J. Crowe

As the Senior Administrator at A.V.C., Mr. Crowe is the final authority for proposals and projects submitted by the institution to Advanced Education

and Manpower. In view of this, Mr. Crowe will attend all meetings of the team both to gain information regarding our activities and to provide input with respect to administrative details and historical perspective. Mr. Crowe will also receive copies of all progress reports issued by members of the team.

Assistant Centre Supervisor - B. Cunningham

In addition to giving direct guidance to the Project Director and authorizing his activities, Miss Cunningham is a member of the project committee whose responsibility is to provide direction, formative evaluation and summative evaluation for the project development. She will input information concerning administrative structure and supervise staffing of the Outreach site.

Director of Continuing Education - G. Ingalls

Since the Outreach project constitutes an extension of the Continuing Education programme, Mr. Ingalls will assist the team in maintaining the perspective of the project in the context of Continuing Education as well as maintain liaison with the Calgary Further Education Council. He will work closely with the Project Director in the area of curriculum development in addition to his duties as a member of the project committee.

Instructor Supervisor of Vocational Preparatory Department - R. Jones

Mr. Jones is a member of the project committee and will also provide input to the team and act as liaison with respect to the regular academic upgrading day programme at A.V.C. His experience regarding competencies required for entry into high school level academic and vocational courses will prove valuable to programme development.

Senior Instructor of Adult Basic Education - A. Vickers

Mr. Vickers will provide input concerning the curricular content of the Outreach programme and assist in the organization of the curriculum writing team.

Vocational Counsellor - D. Armstrong

Mr. Armstrong will provide liaison with the Student Services Department at A.V.C. during the project development and subsequently during the implementation of the pilot programme at an Outreach site. He will assist in the design and supervision of the vocational testing and counselling component of the Outreach programme.

Learning Resources - Hardware and Delivery System - H. Rempel

Mr. Rempel will provide input as to availability, suitability and approximate costs for the hardware requirements of the programme. He will plan the delivery system for learning resources to prospective Outreach locations and supervise the execution of these plans during the implementation stage.

Learning Resources - Software - N. Robinson

Miss Robinson will assist in the selection and will organize the acquisition of all software requirements for the programme. She will provide ongoing input concerning new developments in the field of A.B.E. learning resources.

Director of Finance - K. Langland

Mr. Langland is acting as a resource with respect to the creation of a prospective student profile and the development of matters of budget, funding procedures and related information.

Testing/Research Specialist - K. Layton

Mr. Layton will be involved in research and evaluation at several stages of the project including the creation of a student profile, needs assessment, field test and pilot stages.

Field Services - J. Booth
Learning Systems - M. Massey-Hicks
Further Education - D. Beckman

These members are representatives of Advanced Education and Manpower and are the supervising personnel for the development of this project. They provide input as to the structure and procedures of project development and ultimately authorize the funding and implementation of the Outreach project.

Alberta Vocational Centre - Calgary

Adult Basic Education

Outreach Program

Project Evaluation

Program Development Team

Interview Schedule

Name _____

Position _____

Interviewer _____

Date of Interview _____

1. What has been your involvement in the ABE Outreach Project?

2. What is your reaction to the extent to which you have been utilized as a member of the PDT?

3. (a) In what ways has the PDT been successful in the development of the ABE Outreach Project e.g. structure, procedures, activities, products?

(b) What is your perception of the value of these PDT activities to AVC at large?

4. In what ways has the PDT been unsuccessful in the development of the ABE Outreach Project e.g. structure, procedures, activities, products?

5. What are your ideas regarding what procedures should be used in future so the following can be kept current?

Program Materials

Instructional Methodology

Outreach Setting

6. What are your concerns about the future of the ABE Outreach program?

7. What positive or negative feedback have you received concerning the ABE Outreach program since the pilot project was implemented?

Positive

Negative

8. Do you wish to make any general comments and recommendations?